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ABSTRACT

Based on introspection and interview techniques of occupational analysis, pedagogical performance requirements were identified for teacher-coordinators of cooperative education programs. Another specific objective of this phase of the project "Model Curricula for Vocational and Technical Teacher Education" was to determine which performance elements were common to a majority of the six programs (off-farm agricultural, distributive, wage-earning home economics, office occupations, special needs, and trade and industrial education), and which were unique to one or a few of the programs. The findings led to the conclusion that performance requirements were very similar for teacher-coordinators of all six secondary-level vocational cooperation programs. Recommendations generated by the study were: (1) Core offerings should be considered in developing model curricula for the preparation of teacher-coordinators of cooperative education, and (2) Several related and supplemental research and development activities should be completed in the project series. (Author/JS)

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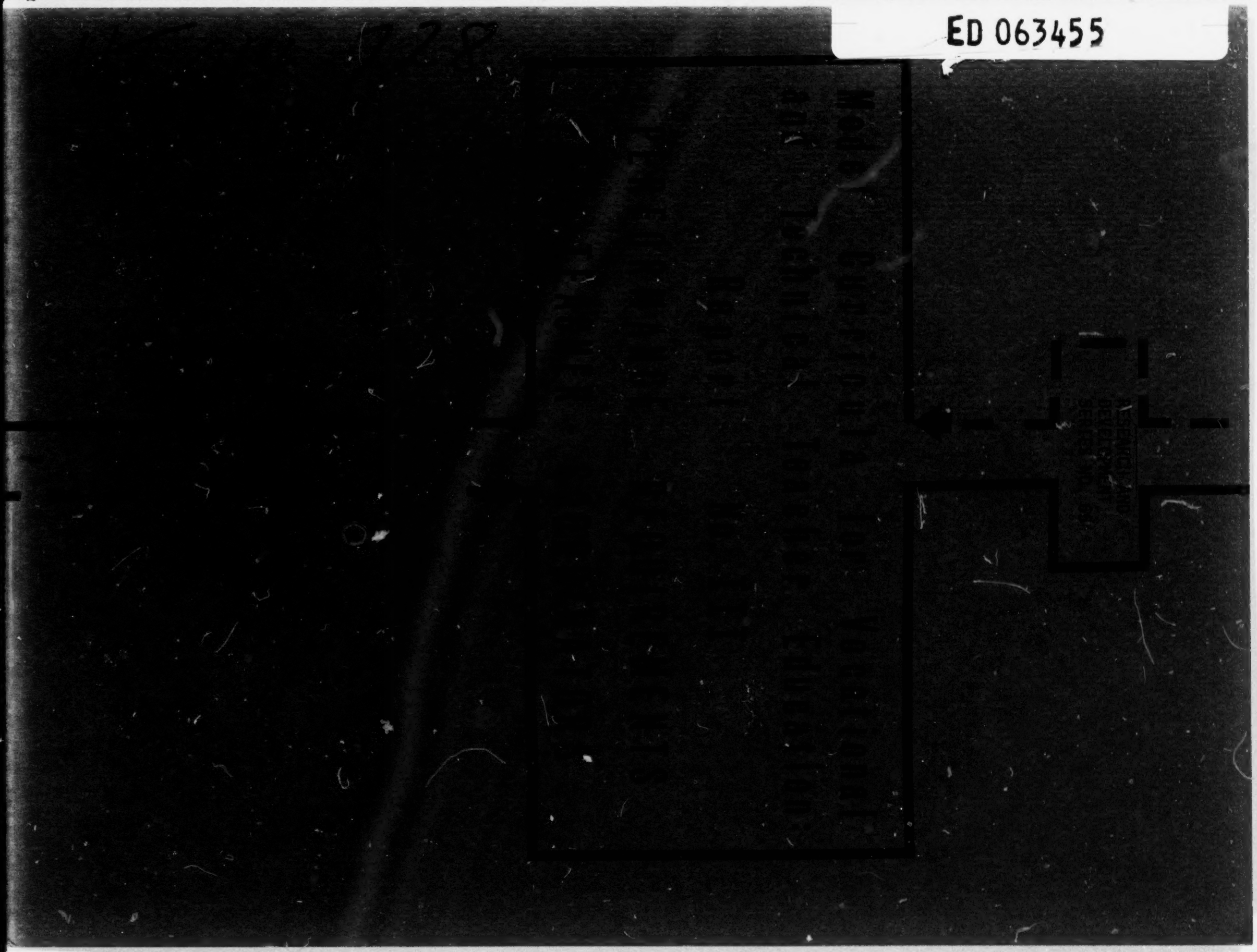

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MODEL CURRICULA FOR VOCATIONAL AND TECHNICAL TEACHER EDUCATION: REPORT NO. III

PERFORMANCE REQUIREMENTS FOR TEACHER-COORDINATORS

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PREFACE

As part of the programmatic thrust in teacher education, The Center has engaged in the project "Model Curricula for Vocational and Technical Teacher Education." This project was launched to design, develop, and test career-oriented and performance-based teacher education curricula with core offerings to meet the needs common to all vocational teachers and specialized offerings to serve the needs unique to teachers of each vocational service. The designing activity for the model curricula was divided into two parts: Phase I--determining the pedagogical performance requirements for teachers of conventional types of programs and Phase II--identifying the pedagogical performance requirements of teacher-coordinators of cooperative programs, including new and emerging types.

This report on the Phase II study describes the results of methodology used to determine pedagogical performance requirements of teacher-coordinators of vocational and technical cooperative programs.

The services of the following are recognized in completing Phase II of the project: Calvin J. Cotrell, principal investigator; Walter A. Cameron, Charles R. Doty, and Anna M. Gorman, associate investigators; Shirley A. Chase, coordinator of the study; Eloise J. Law, Elfriede Matejisik, Marilyn J. Molnar, and Roger J. Wilson, assistant investigators. Appreciation is also extended to Donald C. Findlay, coordinator of development at The Center, for his role in acquiring reviews of the manuscript. The services of the coordinator of research at The Center, Edward J. Morrison, are also appreciated. The assistance of Dorothy C. Ferguson, consultant, in manuscript revision and synthesis of reviews is also acknowledged.

We wish to acknowledge the assistance and cooperation provided The Center by the personnel of the state departments of vocational and technical education and the 300 local teacher-coordinators (task force members) from the following states: Arizona, Florida, Georgia, Illinois, Iowa, Michigan, New Jersey, New York, Ohio, Texas, and Virginia.

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Finch, Research and Development Specialist, and N. L. McCaslin, Dissemination Specialist, The Center for Vocational and Technical Education, The Ohio State University.

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SUMMARY

Identifying the performance requirements of teacher-coordinators, the substance of this study, constituted Phase II of the project "Model Curricula for Vocational and Technical Teacher Education." The project was designed to develop, demonstrate, and test performance-based teacher education curricula in collaboration with an institution of higher education.

The purpose of the study was to determine the pedagogical performance requirements of teacher-coordinators of cooperative programs in off-farm agricultural, distributive, wage-earning home economics, office occupations, special needs, and trade and industrial education. Specific objectives of the study were: 1) to identify the pedagogical competencies (performance elements) required for teacher-coordinators of the six vocational programs studied, and 2) to determine which performance elements were common to a majority of the six programs and which were unique to one or a few of the programs.

The pedagogical performance requirements of teacher-coordinators of cooperative programs were obtained through introspection and interview techniques of occupational analysis. Via a mailed instrument, a 300-member national task force of outstanding teacher-coordinators (50 from each program) rated the performance elements to determine the degree of importance of each of the elements for each of the programs. The task force subsequently identified the common, mixed, and unique performance elements. A follow-up conference was held with a representative random sample of the task force to interpret and verify the ratings, which resulted in confirmation of the classification of the performance elements and interpretation of some of the task force ratings which were unclear.

Through the occupational analysis, 385 performance elements were identified. Ratings of the importance of these elements by the 300-member national task force resulted in classifying 91.8 percent of the performance elements as common requirements of the six programs. Only 5.45 percent of the elements were classified mixed, i.e., important in two to four of the programs. Less than one percent (.77 percent) were found to be unique (important to one of the six programs).

It was concluded that performance requirements were very similar for teacher-coordinators of all six secondary-level vocational cooperative education programs. Recommendations generated by the study were: 1) core offerings should be considered in

developing model curricula for the preparation of teacher-coordinators of cooperative education, and 2) several related and supplemental research and development activities should be completed in the project series.

MODEL CURRICULA FOR VOCATIONAL AND TECHNICAL TEACHER EDUCATION: REPORT NO. III

PERFORMANCE REQUIREMENTS FOR TEACHER-COORDINATORS

CHAPTER I

BACKGROUND FOR THE STUDY

Pressure for curriculum change in vocational and technical teacher education has been apparent for some time. An increasing number of departments of vocational and technical teacher education have been evolving as administrative units in colleges of education across the nation. The forces for change have come from a variety of economic, legislative, sociological, pedagogical, and psychological sources. Shortages of adequately prepared teacher education personnel, demands for more qualified vocational and technical teachers (including conventional as well as new and emerging types), the need for more inservice education programs for personnel, and overlap in offerings from one vocational service to another within an institution are representative of the concerns which indicated the need for a study of the pedagogical performance requirements of vocational and technical teachers.

RATIONALE FOR STUDY

The rapidly expanding programs of vocational-technical education on the secondary and post-secondary levels have produced a critical need for preparatory and inservice education for all types of vocational-technical teachers; there is an increasing demand for personnel for the new and emerging programs as well as for the conventional programs. A strategy for meeting these needs and for increasing the efficacy of teacher education is to identify the pedagogical performance competencies common to all vocational services and those unique to each service. Curricula based on such a design would help institutions of higher learning develop optimum use of teacher education personnel and avoid nonessential elements and duplications in the professional education effort.

The project, "Model Curricula for Vocational and Technical Teacher Education," was designed to develop, implement, and test curricula for the preparatory and inservice education of all types of vocational and technical teachers. The curricula to be prepared were to emerge from a career-oriented, performance-based study of the pedagogical needs of all vocational teachers. Phase I of this project was limited to determining the performance requirements of conventional types of teachers at the secondary and post-secondary levels. Phase II (the subject of this report) was limited to determining the performance requirements of teacher-coordinators of secondary-level cooperative education programs.

PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of Phase II of the project was to identify the pedagogical performance requirements of vocational and technical teacher-coordinators of cooperative programs in off-farm agricultural, distributive, wage-earning home economics, office occupations, special needs, and trade and industrial education (See the Glossary of Terms, pp. 27-28, for definitions of these programs).

Objectives for this phase included: 1) to identify the performance elements required for teacher-coordinators in each of the six programs, and 2) to identify the performance elements common to a majority of the programs studied and those unique to one or a few programs.

LITERATURE REVIEW

Although the pedagogical performance requirements for teacher-coordinators of certain specific vocational service areas have been previously identified, a search of the literature revealed that no research had been done to determine the performance requirements for teacher-coordinators on the same basis across service areas or for any combination of service areas.

Several related research studies were reviewed. The Southern States Cooperative Program in Educational Administration (1966) originally conceived and developed a competency-pattern approach to the improvement of preparatory programs for educational administrators. A study by Beamer (1956) reconstructed the professional courses in a vocational agriculture teacher education curriculum at the University of Tennessee by gathering data on the importance of certain abilities in teaching vocational agriculture. Walsh (1960) identified 107 teaching competencies for trade and industrial teachers in a study which used an occupational analysis approach. Courtney (1967) developed an instrument for determining the common training requirements for teachers in the five traditional areas of vocational education. Crawford (1967) identified the competencies needed by distributive education teacher-coordinators to effectively conduct a secondary school distributive education program.

The efforts of Morsh and Archer (1967) on occupational analysis applications in conducting studies of various occupations, including teaching in the United States Air Force, were helpful in developing criteria for writing the performance elements.

The proceedings and outcomes of the University of Minnesota National Conference on Cooperative Vocational Education (1969) were found helpful for current information on cooperative education.

CHAPTER II

PROCEDURES

An occupational analysis and evaluations by a national task force of teacher-coordinators were the procedures used to accomplish the objectives of Phase II. Through introspection and interview techniques of occupational analysis, the pedagogical competencies of teacher-coordinators of cooperative programs were obtained. To identify the pedagogical performance elements common to a majority of the vocational programs studied and those unique to one or a few of the programs, the national task force members rated the performance elements with respect to degree of importance for teacher-coordinators in each of the vocational programs.

RATIONALE FOR SELECTION OF PROCEDURES

Introspection and interview techniques of occupational analysis were selected for this study because they corresponded with the procedures employed in Phase I of the project. The investigators were familiar with these techniques, and their use had been found successful in Phase I (Cotrell, *et al.*, 1971).

To obtain information from persons directly involved in cooperative programs, it was decided to select a nationwide task force of teacher-coordinators at the secondary level. This was a completely new group of professionals, who, in addition to the project staff, reacted to and provided inputs for determining pedagogical performance requirements.

The relative merits of each of the procedures used in the study are discussed in Chapter III.

OCCUPATIONAL ANALYSIS

Since a system of occupational analysis had been developed by the project staff during Phase I of the study, it was only necessary to review and refine that procedure for use in Phase II.

To facilitate the analysis, pedagogical activity was divided into blocks which were based upon the major duties or functions of teacher-coordinators. These blocks of activity (called categories) were given appropriately descriptive titles. The following 10 categories were identified: 1) program planning, development and

evaluation; 2) planning of instruction; 3) execution of instruction; 4) evaluation of instruction; 5) management; 6) guidance; 7) school-community relations; 8) student vocational organizations; 9) professional role and development; and 10) coordination.

The analysts then concentrated their attention upon determining sub-categories within each category. (Sub-categories are not reported in this publication because they were used only as temporary guides in the identification of teaching competencies.) The identification of specific competencies was facilitated by concentrating attention on the activities within a sub-category as opposed to the total category.

The basic competencies identified through introspection and interview techniques of occupational analysis were labeled "performance elements." A performance element was defined as a statement of an observable behavior which describes what a person will be doing as he functions in the teacher role. The performance element may be further defined by the following specific statements: 1) A performance element consists of teacher behavior which may be divided into components which are organizable and teachable; 2) A performance element is an entity in itself but has greater meaning and utility in combination with other elements; and 3) A performance element is a statement of teaching behavior recognized and understood by a majority of the members of the teaching profession.

To expedite identification of the performance elements, one asks, "What behaviors of a teacher-coordinator constitute a particular sub-category of activity?" Subsequently, the same question is asked to help identify performance elements for the remainder of the sub-categories in a category. A simplified outline of the step-by-step identification process for performance elements is provided in Figure 1. An example of the identification process is shown in Appendix A.

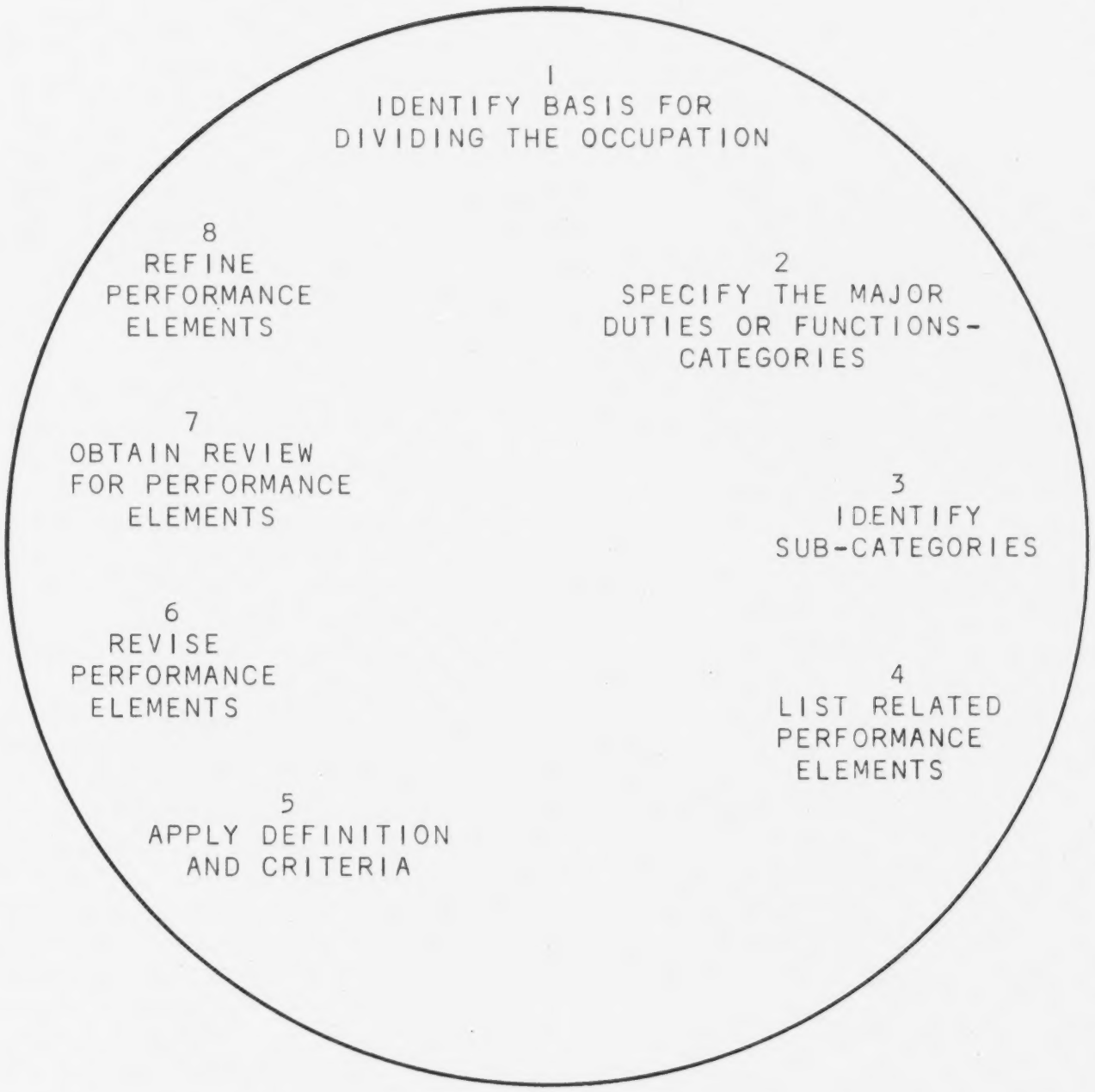
To guide the development and writing of performance elements, the following set of standards was established. The performance element must: 1) be a clear, concise statement; 2) contain no abbreviations or ambiguous words; 3) begin with one action verb; 4) be a simple statement without unnecessary qualifiers; 5) be capable of being divided into sub-topics; 6) differentiate teaching behaviors; and 7) contain current teacher education terminology applicable to all vocational service areas.

VERIFICATION OF PERFORMANCE ELEMENTS

To determine if any gaps had occurred in the listing of performance elements, interviews and literature reviews were utilized to verify the information obtained through introspection techniques of occupational analysis. Teacher-coordinators from the Columbus area were interviewed when questions developed about specific

FIGURE I

STEPS OF INTROSPECTION ANALYSIS FOR
IDENTIFICATION OF PERFORMANCE ELEMENTS



competencies. Each member of the project staff reviewed the literature for a particular vocational program to facilitate the development of the most comprehensive list of pedagogical performance requirements.

TASK FORCE SELECTION

Based on the belief that persons actively engaged in an occupation should be most knowledgeable about the tasks related to that occupation, the project staff concluded that the best source of information about the pedagogical performance requirements of teacher-coordinators would be teacher-coordinators themselves. To locate the necessary quantity and quality of teacher-coordinators for the study, a review was conducted of pertinent reports from state and federal sources on the vocational programs to be studied. The U.S. Office of Education was contacted to verify information when needed. After the review and much deliberation, 11 states were chosen as potential sources of participants. (For a listing of these states and the programs utilized in each state, see Appendix B.)

Early in 1970 contacts were made with directors of vocational education in states with experience in cooperative vocational education who had reported a substantial number of programs in operation in 1969. The state directors were sent brochures (Appendix C) explaining the study and their aid was solicited in obtaining cooperation from the state supervisors of each program (off-farm agricultural, office occupations, distributive, wage-earning home economics, special needs, and trade and industrial education). The 11 state directors were contacted and all agreed to participate in the study.

In March, 1970, the participating state supervisors of each vocational area from each selected state were contacted by mail with a letter explaining the study, a brochure describing the project, and a guide for selecting outstanding teacher-coordinators to serve on the task force for the study. The project staff developed criteria to be used by the state supervisors in the selection of outstanding teacher-coordinators. The criteria included successful experience in the following: teaching related classes, coordinating on-the-job training, sponsoring student vocational organizations, and participating in professional organizations of vocational educators. The state supervisors were contacted by telephone to obtain the names of the teacher-coordinators they nominated for the task force.

From the lists of outstanding teacher-coordinators nominated by the state supervisors from the 11 states, 50 teacher-coordinators were identified for each of the six programs (Appendix B). Each

teacher-coordinator was contacted by mail, informed of his selection, and asked to indicate his willingness to participate by completing a reply form and returning it in a pre-addressed envelope.

INSTRUMENT DEVELOPMENT

After completing the occupational analysis to identify the pedagogical performance requirements of teacher-coordinators, a data collection instrument was developed. This instrument consisted of a total of 385 performance elements which were divided into 10 categories (Appendix D). Each element was to be rated by the teacher-coordinator for its degree of importance according to the following scale: 1 = not important, 2 = very low, 3 = low, 4 = moderate, 5 = high, and 6 = very high.

Space was provided on the instrument at the end of each category for the teacher-coordinator to write and rate additional performance elements. Background information on the task force members was obtained by requesting them to check items on the first two pages of the instrument.

The data collection instrument was pilot tested to determine the clarity of the statement of each of the performance elements and to obtain suggestions for additional elements. Selected Center staff members other than the project staff first reviewed the instrument. Then the instrument was filled out by 12 local teacher-coordinators (two from each of the six programs). Each teacher-coordinator was then interviewed by a member of the project staff. The information obtained from the reviews in this pilot test was used to revise and finalize the instrument for data collection.

TASK FORCE RECOMMENDATIONS BY MAIL

During April and May, 1970, instruments containing the identified performance elements to be rated were mailed to the 300 participating teacher-coordinators. During late May and early June, telephone contacts were made with the teacher-coordinators who had failed to return their instruments. An honorarium was paid each teacher-coordinator after his completed instrument was returned. As soon as completed instruments were returned, the data from each instrument were coded and recorded on optical scanning forms for processing. The computer cards punched from the optical scanning forms were checked for accuracy by comparing the punched data with the instrument data.

DATA ANALYSIS PROCESS

The data collected in this study were analyzed to determine the means and standard deviations for each performance element as rated by the 300 task force members in total and also by the 50 representatives for each of the six programs, using the BMD01D computer program with the IBM 360/75 computer.

A BMD03M program was used to group related performance elements into clusters. Since the BMD03M was limited to an input of 80 variables, analysis was made by computing each of the 10 categories as an entity. This procedure was a logical one to follow, since the 10 categories were the basis of the framework for identifying the performance elements.

As a second check to locate related performance elements, various categories were combined to determine if a different set of clusters could be identified. From this second factor analysis, no meaningful clusters resulted. Therefore, results from the first statistical test were subjected to logical interpretation by the project staff, which resulted in 82 clusters of related performance elements.

TASK FORCE CONFERENCE

From the 300-member national task force, a 10 percent random sample (five representatives from each program) was selected to attend a two-day conference in Columbus, Ohio, July 15-16, 1970. Last-minute conflicts prevented two of the 30 selected from attending (Appendix E).

Before being further oriented to the study, the participants were asked to re-rate the items on the instrument that they had completed by mail approximately six weeks earlier (See pp. 16-17). The purpose of this second rating was to check the reliability of the instrument. They were also asked to rate new performance elements obtained from suggestions given by the 300-member task force. After re-rating the items on the instrument, the participants were given an orientation to the project which included a presentation of definitions of the terms used in the study and the objectives of the two-day conference.

Because of the time limitation, it was considered impossible for each participant to review and discuss each of the 385 performance elements. Therefore, the performance elements were reviewed in the 82 clusters which had been obtained by the factor analysis and staff interpretation. The participants worked in program groups to discuss and rate the clusters. At least one project staff member met with each group to aid in clarifying any misunderstandings concerning the meaning of the performance elements and to record on

the established form the decisions of the group concerning the clusters (Appendix F).

Each cluster was rated for its essentialness to preservice teacher-coordinator education and the level of competency considered necessary before accepting employment. Each cluster was also rated for its essentialness to inservice education.

On completion of the cluster ratings, the participants came together as a group to discuss the final ratings and to resolve any differences which might have occurred due to misinterpretation. Particular attention was given to those clusters which were rated as essential or not essential to all but one or two programs. Attempts were made to find legitimate differences among the six groups and to substantiate those differences. In fact, the initial structure of the review sessions which divided the task force members into the six programs to evaluate the clusters tended to emphasize individual program differences. These final ratings by the task force were then summarized (Appendix G).

CHAPTER III

RESULTS

The content of this chapter will be devoted to a presentation and discussion of the results of the methodologies (occupational analysis and task force evaluation by mail and conference review) which were applied in this study, Phase II of the project.

OCCUPATIONAL ANALYSIS

The procedure of analyzing the pedagogical duties of teacher-coordinators for the six programs was a challenge for the project staff. This time-consuming analysis resulted in an initial list of 385 performance elements.

Although there still may have been some omissions, the investigators believed the new list of performance elements was more comprehensive than the one developed in Phase I of the project. In Phase II, greater care was given to the development and application of criteria for writing the performance elements.

TASK FORCE RATINGS

The results of the task force ratings of the importance of each of the performance elements for teacher-coordinators of secondary programs are presented in Appendix H. These ratings were obtained after mailing the instrument to 300 outstanding teacher-coordinators.

Scoring of ratings. Mean scores were computed for the ratings (with a scale of 1-6) of the 50 task force members from each program. It was difficult to interpret the mean scores for each of the programs for determining common and unique performance elements because of the slight variations between the mean scores. Therefore, to facilitate interpretation of the degree of importance ratings of the performance elements by program, the following code was used: x = high ($\geq$ 4.85), / = moderate (4.0-4.85), - = low ($<$ 4.0). (For rationale and ratings, see Appendix H).

Common, mixed, and unique elements. The analysis of the ratings of the task force members resulted in the classification of the performance elements as common, mixed, unique, and not

important. The common performance elements were those which were found to be of moderate to high importance to five or six of the programs. The mixed performance elements were those of moderate to high importance for two to four of the programs. Unique performance elements were those found to be important to only one program. Some performance elements were found to be not important to any of the six programs.

Summary of task force ratings. An analysis of the data in Appendix H was completed to examine the number and percentage of each of the four classifications of performance elements across all programs (Table 1).

TABLE I

SUMMARY OF TASK FORCE RATINGS OF PERFORMANCE ELEMENTS

Classification	Number	Percent
Unique	3	.77
Mixed	21	5.45
Common	353	91.68
Not Important	8	2.10
Totals	385	100.00

Most of the performance elements (91.68 percent) were considered common to all the programs. The investigators could determine no justification for some of the ratings of the unique and mixed elements. It seemed logical to assume that some of the "not important" ratings resulted from listing a performance element that was new to the teacher-coordinators (e.g., Element No. 363, Establish a cooperating employer's qualifications for reimbursement for training a student-learner). While many of the state plans for vocational and technical education have cited the provided-for financial support to employers in cooperative education, apparently the provision has not been implemented or discussed in most states.

Because of communication and curriculum organization problems created by the magnitude of performance elements, the investigators moved toward the process of clustering the elements. It was believed that working with clusters of performance elements would facilitate communication of performance requirements and perhaps expedite curriculum development. By the clustering process, the

385 performance elements were divided into 82 clusters of related elements (Appendix I). The clustering was accomplished through the interpretation of a computer printout produced by a Biomedical Computer Program (BMD03M) for factor analysis (Dixon, 1969).

TASK FORCE CONFERENCE

In July, 28 members of the original 300-member task force met at The Center. The rating of each of the clusters (Appendix G) was completed by the 28 task force members in their respective program groups. Each group rated each cluster for its preemployment essentialness to a prospective teacher-coordinator. The desired level of competency (oriented or skilled) was specified and the need for inservice training was also designated.

Summary of task force ratings. The data (Appendix G) obtained through the ratings of the clusters during the July task force conference were analyzed to determine the number and percentage of essential clusters classified as unique, mixed or common and those rated as not important for both beginning and experienced teacher-coordinators (Table 2).

Most of the 82 clusters (78-89 percent) were rated as being essential to teacher-coordinators (both beginning and experienced) in a majority of the six programs and therefore were labeled as common performance elements. Only eight to 20 percent of the clusters were classified as mixed, i.e., essential to teacher-coordinators in from two to four of the six programs. From 0-two percent of the clusters were essential to personnel in a particular program, i.e., unique. Even fewer clusters (0-one percent) were found to be not important to teacher-coordinators.

TABLE 2

SUMMARY OF TASK FORCE CONFERENCE RATINGS OF CLUSTERS OF PERFORMANCE ELEMENTS

	Beginning		Experienced	
Classification of Rating	Number of Clusters	Percent	Number of Clusters	Percent
Unique	2	2.44	0	0.00
Mixed	7	8.54	17	20.73
Common	73	89.02	64	78.05
Not Important	0	0.00	1	1.22
Totals	82	100.00	82	100.00

Only two clusters of performance elements were rated as unique to a particular program for preparation before entering a position. Task force members of the off-farm agricultural program rated the cluster "Traditional Technology" as essential for preparation before entering a position at the skilled level of competency. The off-farm agricultural program also rated the cluster "Student Teaching" as essential for preparation before entering a position, but only at the oriented level of competency.

The only cluster rated as not important by all programs for preparation after entering a position was "Traditional Technology."

Although there were seven clusters which received a mixed rating (important to two to four programs), the clusters included a total of only 28 performance elements. At the experienced level, 17 clusters were rated as mixed, indicating that some programs considered either that preparation should be given at the preservice level or that no preparation was needed at any level.

In some programs there seemed to be discrepancies between the task force ratings of performance elements by mail and the cluster ratings by the July task force conference members. The reader should take into account the fact that the July task force was smaller (28 members compared to 300) and that they rated clusters rather than rating each performance element and that this was done on a different basis--essential for preparation before entering the position (oriented and skilled) and essential for preparation after entering a position. The 300-member task force was not asked to differentiate between levels.

Rating of additional elements. Through the 300-member task force ratings obtained by mail, additional performance elements were suggested. These suggestions were compared with the existing list of performance elements and were otherwise considered for their potential as new elements. By the time of the July conference with the 28 task force members, the list was reduced to 11 potentially new elements. During this conference, the task force members rated these on the six-point scale (Appendix J). After examining these ratings, the investigators decided to scrutinize the potential additions more carefully and found that all but three of these potentially new performance elements were contained within the original list of 385. The elements which offered good inputs to the list were:

1. Involve students in the preparation of some of the instructional materials used in the classroom.

2. Maintain close liaison with state department personnel in regard to new rulings (safety and others) affecting the cooperative education program.

3. Present information by the use of conference or speaker phone with leaders in industry.

RELIABILITY OF RATINGS

The reliability of the original data collection instrument was determined by a test-retest exercise. Since the 28 members were a representative and random sample of the complete task force, the investigators made use of the opportunity to retest this group when they assembled for the conference to react to the investigators' analysis of the ratings by mail and the clusters of performance elements. It should be noted that there was considerable time lapse between the original ratings by mail and the ratings during the conference. The BMD03D was used to obtain the Pearson product-moment correlation coefficients for the test-retest scores. The correlations of scores by categories ranged from .45 to .71 (Table 3). For individual performance elements, the correlations of the scores ranged from -.26 to .86.

TABLE 3

CORRELATION OF TEST-RETEST RESULTS
BY CATEGORY

Category		
I.	Program Planning, Development and Evaluation	.65
II.	Planning of Instruction	.62
III.	Execution of Instruction	.48
IV.	Evaluation of Instruction	.55
V.	Management	.45
VI.	Guidance	.60
VII.	School - Community Relations	.53
VIII.	Student Vocational Organization	.71
IX.	Professional Role and Development	.69
X.	Coordination	.54

While the correlations on the scores for the categories were higher than the investigators expected, as indicated by the low

correlations on scores for the individual performance elements, it was apparent that certain items in the instrument were not consistently interpreted. Of particular concern were the differing frames of reference of the teacher-coordinators who rated the instrument, a problem which was discussed with the 28 participating in the July conference. It was discovered, for example, that as some of the members of the task force rated the importance of a given element to success as a teacher-coordinator, they were rating performance elements which they had not experienced. However, they believed these same elements to be important. On the other hand, some teacher-coordinators did not rate an element as being important if it was not a part of their personal experience. In other words, many of the performance elements which were labeled important to the successful operation of a cooperative program may not have been a part of the experience of certain teacher-coordinators rating them as important. It was understood by the investigators prior to using the instrument, however, that the best data to be obtained would be advice from practicing teacher-coordinators of cooperative programs. It was realized, too, that if the instrument had asked teacher-coordinators whether or not they engaged in certain performances, many would have found it difficult to say that they did not when to them the activity seemed to be important to the success of a cooperative program.

DISCUSSION OF TASK FORCE PROCEDURES

Valuable assistance was obtained from the national task force ratings and the 28-member task force recommendations. Both procedures were successful, but some minor problems were encountered.

A problem arose in communicating the investigators' definition of the special needs program. Different terms are used throughout the country for the same type of program and sometimes the same terms are defined differently. Although some educators often include the mentally retarded and the handicapped in the special needs program, the investigators did not include these two groups in their definition. Also, it was found that the special needs program was often under the auspices of trade and industrial education. This presented a problem for the staff because some state supervisors included in their listings of nominees the names of teacher-coordinators of both programs, without indicating which specific program (trade and industrial education or special needs) the teacher-coordinator represented.

For the programs of off-farm agricultural and wage-earning home economics education, difficulty was experienced in finding teacher-coordinators who were involved exclusively with cooperative programs and not also teaching programs of production agriculture and homemaking and consumer education. Also, since these two

programs were relatively new, it was difficult to find enough experienced teacher-coordinators for participation in the study.

Since the data collection instruments were mailed rather late in the school year when the teacher-coordinators were very busy, several follow-up telephone calls had to be made as reminders to return the completed instruments. Eventually all but two of the instruments were completed and returned.

Although valuable assistance and recommendations were obtained from the participants of the July task force conference, both the project investigators and the participants felt that more time would have been advantageous. Additional time would have allowed the participants to work in groups composed of members from each of the six programs. The participants could have used more time in reviewing the individual performance elements to provide more specific recommendations for improvement.

In spite of the minor difficulties encountered, the results from the procedures used in the study were considered to be useful in identifying and verifying the pedagogical performance requirements of teacher-coordinators.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This study was designed to identify the pedagogical performance requirements to serve as a foundation for developing performance-based professional education curricula for cooperative vocational education personnel. The conclusions and recommendations developed for the study were based upon evidence obtained from a national task force evaluation of the pedagogical performance requirements of teacher-coordinators of vocational and technical cooperative programs in off-farm agricultural, office occupations, distributive, wage-earning home economics, special needs, and trade and industrial education.

SUMMARY OF FINDINGS

Three hundred eighty-five pedagogical performance elements were identified for teacher-coordinators of six secondary-level cooperative vocational education programs through application of occupational analysis techniques.

A 300-member national task force rated these performance elements to determine their importance to the success of cooperative education teacher-coordinators. An analysis of those ratings indicated that a majority (91.8 percent) of the performance elements were important to at lease five of the six cooperative programs studied and therefore were labeled common elements. The remaining performance elements were classified as mixed (5.45 percent important to two to four of the programs) and unique (.77 percent important to only one program).

A follow-up conference with a 10 percent random sample of the original 300-member national task force resulted in confirmation of the original findings. Also, the differences in ratings that were difficult to explain were clarified. Grouping the 385 elements into 82 clusters served to expedite the review of the performance elements and ratings during this conference.

CONCLUSIONS

With consideration of the fact that the study was limited to the pedagogical performance requirements of teacher-coordinators

for particular types of secondary-level cooperative programs, the following conclusions were formulated:

1. Performance requirements tended to be the same for teacher-coordinators from the six secondary cooperative vocational education programs represented in the study.

2. No support was found in this study for projecting specialized professional education curricular offerings for each of the cooperative vocational programs represented.

3. A performance base was generated for the development of teacher education curricular offerings, certification requirements, and evaluation systems for teacher educators and secondary-level teacher-coordinators in cooperative vocational education programs.

RECOMMENDATIONS

Based upon the findings and conclusions of this study, the investigators developed the following recommendations to guide future efforts in this project series as well as for other research and development:

1. Core offerings for professional education curricula should be considered for the preparation of teacher-coordinators for all types of secondary-level cooperative programs represented in this study. Such a curriculum would provide the same instructional offerings for personnel in all vocational services. It should be understood, however, that this recommendation is based upon the hazardous assumption that no other confounding variables (e.g., teaching strategies, personal views, time of offering, etc.) would interfere with attainment of the curricular objectives.

2. Performance-oriented general objectives should be prepared for each of the 385 performance elements judged by the task force to be important to the success of teacher-coordinators of cooperative programs. The product of this effort would provide better communication of the intent of each performance element and also provide a test for the existence of each element as an entity with observable and measurable behavior.

3. Data from this study should be merged with the data from Phase I to formulate a consolidated and integrated set of performance elements for all types of secondary and post-secondary vocational teachers. (Phase I was

concerned primarily with the performance requirements of vocational teachers of in-school laboratory programs.)

4. Pedagogical performance requirements of teachers of in-school laboratory-type programs for youth with special needs should be determined in a manner similar to the approach used in this study.

5. Facilitating devices, in addition to performance-oriented general objectives, should be prepared to expedite teacher education curriculum development for the series of studies in this project. Such devices might be matrices or banks of conditions, criteria, and teaching strategies to aid teacher education curriculum developers in writing performance goals and units of instruction.

6. Samples of specific performance goals representing the psychomotor, cognitive, and affective domains of teacher education objectives should be prepared as prototypes and guidelines for curriculum developers for the series of studies in this project.

7. Collaborative efforts for teacher education curriculum development should be arranged with a selected vocational and technical teacher education institution to begin the cooperative development and testing of professional educational curriculum units for teacher preparation and development.

8. Pedagogical performance requirements for other than teacher types of vocational and technical educational personnel (supervisors, teacher educators, etc.) should be determined for guidelines in the development of performance-based curricula for their preparation.

9. Introspection and interview techniques of occupational analysis should be applied periodically to determine pedagogical performance requirements of teacher-coordinators to keep teacher education programs up-to-date.

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GLOSSARY OF TERMS*

Category. An easily recognized major function or duty of educational personnel under which related performance elements may be identified and classified.

Cluster of elements. A compatible grouping of related performance elements brought together for greater meaning and understanding.

Cooperative education. " . . . a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study at school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability." (University of Minnesota, *A Guide for Cooperative Vocational Education*, September, 1969, p. 13).

Cooperative education programs (as used in this study)--

Off-farm agricultural - a multi-area cooperative program training students for agricultural-related occupations (other than production agriculture).

Office occupations - a single-occupation cooperative program, usually known as cooperative office education, training students for office occupations.

Distributive education - a single-occupation cooperative program training students for occupations related to the distribution of goods and services (selling).

Wage-earning home economics - a single or multi-occupation cooperative program training students for home economics-related occupations.

Trade and industrial - a multi-occupation cooperative program, known as diversified cooperative training, industrial cooperative training, etc., training students for trade and industrial occupations.

Special needs - a multi-area cooperative program training students, who have problems which prevent them from succeeding

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*The definitions of terms used by the staff for this phase of the project.

in regular academic programs, for occupations in any of the vocational programs (does not include the mentally and physically handicapped students).

Core curricula. Curricula containing the pedagogical competencies needed by teachers of all vocational service areas.

Diversified or multi-occupational cooperative program. A cooperative education program providing each student-learner with an opportunity for vocational education in a choice of occupational clusters.

Levels of competency--

Skilled - effective use of knowledge in execution or performance of an activity.

Oriented - awareness of or acquaintance with an activity, but not necessarily with competence in the execution or performance of the activity.

Occupational analysis. Systematic breaking down of components of an occupation into its elements in order to project instructional needs.

Performance element (skill, task, competency). A statement of an observable behavior which describes what a teacher will be doing as he functions in his professional role.

Single-occupation cooperative program. A cooperative education program providing training for students in one occupational cluster.

Specialized curricula. Curricula containing the pedagogical competencies needed by teachers of specific vocational service areas.

Task force. A. 300-member committee composed of teacher-coordinators from 11 states and six programs who gave recommendations about pedagogical requirements of vocational teacher-coordinators.

B. 28-member committee selected from the 300 teacher-coordinators by stratified random sampling for participation at the July conference.

Teacher-coordinator. A professional educator responsible for the related and technical subject matter involved in a cooperative education program who coordinates classroom instruction with on-the-job training.

APPENDIX A

STEPS OF INTROSPECTION ANALYSIS FOR IDENTIFYING PERFORMANCE ELEMENTS

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Steps	Examples
1. Identify the teaching duty or function.	1. Coordinate
2. Specify the function category under which the pedagogical requirements would be classified.	2. Coordination
3. Divide each function category into function sub-categories.	3. Establish training stations.
4. List all the related behaviors (performance elements) required to complete the function sub-categories and subsequently the categories.	4. a. Identify potential training stations. b. Establish criteria for identifying potential training stations. c. Appraise the safety provisions. d. Evaluate the on-the-job instructor. e. Appraise educational adequacy of the facilities. f. Appraise the equipment of the training station. g. Arrange for a conference with an employer. h. Obtain the attention and interest of the employer. i. Present the program and its advantages. j. Establish rapport with the employer.
5. Apply the performance-element definition and criteria to each of the identified behaviors.	5 - 8. · Establish criteria for evaluating training station potential of an employer.

6. Revise the performance elements.

7. Obtain feedback from other members of the project staff on the performance elements.

8. Refine the performance elements.

- Identify prospective cooperating employers to provide on-the-job training stations.
- Establish criteria to evaluate qualifications of prospective on-the-job instructors.
- Assess training capability of the on-the-job instructor of the prospective training station.
- Assess educational adequacy of a prospective training station's facilities and equipment.
- Assess safety provisions of facilities and equipment of the prospective training stations.
- Convince an employer to provide a training station for cooperative education.

APPENDIX B

DISTRIBUTION OF TASK FORCE MEMBERS' PROGRAMS AND NUMBER OF TEACHER-COORDINATORS

STATE	AG	OE	DE	HE	T&I	SN
Arizona		8	8			
Florida		8				9
Georgia	9			9	9	
Illinois				8	9	9
Iowa	10			5		
Michigan		9	9		9	
New Jersey		8	8	8	3	7
New York	11			2		8
Ohio	10	8	8	10	10	9
Texas	10		9	8	8	8
Virginia		9	8			

CODE:

AG = Off-farm agricultural education

OE = Office occupations (cooperative office education)

DE = Distributive education

HE = Wage-earning home economics education

T&I = Trade and industrial education

SN = Special needs education

APPENDIX C

BROCHURE

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PROCEDURES

◇ ANALYSIS OF VOCATIONAL AND TECHNICAL TEACHING

November 1969

Project Staff and Consultants
- Introspection
- Interviews
- Literature Review

◇ VALIDITY AND RELIABILITY OF PERFORMANCE ELEMENTS

National Advisory Committee
(Teacher-Coordinators and Teachers of the Disadvantaged)
- Mail
- Telephone

◇ ANALYSIS OF NATIONAL ADVISORY COMMITTEE'S REACTIONS TO DETERMINE COMMON AND UNIQUE ELEMENTS

Project Staff and Consultants
- Statistical Analysis
- Logical Interpretation

◇ GENERAL OBJECTIVES TO GUIDE THE DEVELOPMENT OF PERFORMANCE GOALS

Project Staff and Consultants
- Introspection
- Interview
- Literature Analysis

◇ PREPARE CURRICULAR MODELS

September 1970

Project Staff, Consultants and National Advisory Committee
- Logical Interpretation By Project Staff
- Task Force Review
- National Advisory Committee Review

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The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN Vocational and Technical Education

MODEL CURRICULA FOR VOCATIONAL-TECHNICAL TEACHER EDUCATION

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

COMMON AND UNIQUE ELEMENTS OF VOCATIONAL AND TECHNICAL TEACHER EDUCATION

RATIONALE

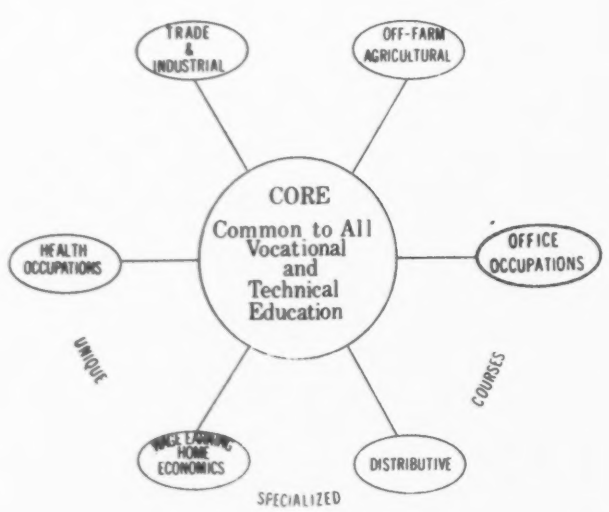
The expanding programs of vocational-technical education have produced a critical need for the preparation and in-service education of all types of vocational-technical teachers; i.e., there is a demand for personnel for conventional programs as well as for new and developing programs such as those for youth with special needs and cooperative education. A strategy for meeting these needs by impacting on the effectiveness and efficiency of teacher education is to identify those performance elements (pedagogical) which are common across services and those unique to each service. Curricula based on such a design will help institutions to develop optimum use of teacher education personnel and to avoid nonessential elements and duplications in professional education effort.

Model Curricula to Prepare

Teachers of Programs for Youth With Special Needs

and

Teacher-Coordinators for Cooperative Education



PRODUCTS

- Analysis of vocational teaching--cooperative education and programs for youth with special needs.
- General objectives and sample performance goals for teacher education curricula.
- Curricular models of vocational and technical teacher education.

PURPOSE

The current emphasis is to develop curricula for the professional (pedagogical) preparation of vocational and technical teachers of youth with special needs (disadvantaged) and teacher-coordinators of cooperative programs.

OBJECTIVES

- Identify the performance elements (pedagogical) required for successful teaching in each of six services.
- Identify the performance elements common to many vocational teaching areas and those unique to one or a few areas.
- Devise model curricula for helping teachers of all services develop the necessary competencies, making optimum use of teacher education personnel.
- Disseminate findings and products.

UTILIZATION

The materials may be used:

- For comparison purposes to evaluate and modify existing teacher education curricula to provide for new and emerging needs.
- To guide the development of teacher education curricula for new departments of vocational and technical teacher education.

APPENDIX D

SAMPLE OF DATA COLLECTION INSTRUMENT

ADVISORY COMMITTEE MEMBER RECOMMENDATIONS
on
PERFORMANCE ELEMENTS
for
MODEL CURRICULA FOR VOCATIONAL-TECHNICAL TEACHER EDUCATION

This instrument provides a means for you to advise us on the performance elements important to the success of a teacher-coordinator of cooperative education.

Information on Advisory Committee Members

Please check the following items:

1. With what service area do you affiliate? (Check one)

- ☐ Off-farm agricultural education
- ☐ Office occupations education
- ☐ Distributive education
- ☐ Wage-earning home economics education
- ☐ Health occupations education
- ☐ Trade and industrial education
- ☐ Other (please specify)_____

2. In what type of program are you a teacher-coordinator? (Check all appropriate items)

- ☐ Cooperative program for students with special needs (disadvantaged)
- ☐ Single-occupation cooperative program
- ☐ Diversified or multi-occupational cooperative program

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Columbus, Ohio 43210

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3. How many years of teaching experience did you have prior to becoming a teacher-coordinator of a cooperative program?

☐ 0

☐ 1 - 3 years

☐ 4 - 7 years

☐ 8 or more years

4. For how many years have you been a teacher-coordinator of a cooperative program?

☐ 1 year

☐ 2 - 4 years

☐ 5 - 7 years

☐ 8 or more years

Directions for Rating Performance Elements

Each statement in this instrument is a performance element that may or may not be important to the success of a teacher-coordinator. Read each element with the following underscored statement understood: I believe the successful teacher-coordinator will: Then, mark an "x" in the box ☒ which indicates your recommendation of the importance of each performance element required in fulfilling the responsibilities of a teacher-coordinator in your area of cooperative education.

Example

Degree of Importance

I believe the successful teacher-coordinator will:

	1 Not Important	2 Very Low	3 Low	4 Moderate	5 High	6 Very High
1. conduct field trips	☐	☐	☐	☒	☐	☐
2. conduct debates	☒	☐	☐	☐	☐	☐

In the space provided at the end of each category, please write in and rate any performance elements which you believe should be added.

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

	Degree of Importance					
	1 Not Important	2 Very Low	3 Low	4 Moderate	5 High	6 Very High
I believe the successful teacher-coordinator will:						
1. organize a steering committee to assist in the pre-planning activities of the vocational education survey.	☐	☐	☐	☐	☐	☐
2. identify the geographical area in which a vocational education survey will be conducted.	☐	☐	☐	☐	☐	☐
3. obtain administrative approval for conducting a vocational education survey.	☐	☐	☐	☐	☐	☐
4. solicit assistance of vocational education personnel from the state department and/or university in conducting a vocational education survey.	☐	☐	☐	☐	☐	☐
5. consult Chamber of Commerce to identify area employers to be contacted in vocational education survey.	☐	☐	☐	☐	☐	☐
6. consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.	☐	☐	☐	☐	☐	☐
7. persuade labor representatives to participate in vocational education survey.	☐	☐	☐	☐	☐	☐
8. involve advisory committee in conducting a vocational education survey.	☐	☐	☐	☐	☐	☐
9. recruit teachers and guidance counselors to participate in conducting a vocational education survey.	☐	☐	☐	☐	☐	☐

I believe the successful teacher-coordinator will:	Degree of Importance 1 Not Important 2 Very Low 3 Low 4 Moderate 5 High 6 Very High
10. direct students in the collection of data for a vocational education survey.	☐ ☐ ☐ ☐ ☐ ☐
11. adapt an existing vocational education survey form to local needs.	☐ ☐ ☐ ☐ ☐ ☐
12. establish communication with employer representatives who will be involved in vocational education survey.	☐ ☐ ☐ ☐ ☐ ☐
13. devise a plan of activities for the survey staff to follow in conducting vocational education survey.	☐ ☐ ☐ ☐ ☐ ☐
14. orient the survey staff to their duties and responsibilities in collecting vocational education data.	☐ ☐ ☐ ☐ ☐ ☐
15. publicize the purposes and objectives of the vocational education survey to school and community.	☐ ☐ ☐ ☐ ☐ ☐
16. collect student occupational interest data to identify vocational education needs.	☐ ☐ ☐ ☐ ☐ ☐
17. collect occupational data from employers to identify vocational education needs.	☐ ☐ ☐ ☐ ☐ ☐
18. suggest vocational education program based on analysis of community survey.	☐ ☐ ☐ ☐ ☐ ☐
19. disseminate the findings of the vocational education survey.	☐ ☐ ☐ ☐ ☐ ☐
20. identify the role and function of the advisory committee.	☐ ☐ ☐ ☐ ☐ ☐

	Degree of Importance					
	1 Not Important	2 Very Low	3 Low	4 Moderate	5 High	6 Very High
I believe the successful teacher-coordinator will:						
21. establish the criteria for selection of advisory committee members.	☐	☐	☐	☐	☐	☐
22. obtain school board authorization for organizing an advisory committee.	☐	☐	☐	☐	☐	☐
23. obtain administrative approval of the selected advisory committee members.	☐	☐	☐	☐	☐	☐
24. publicize the establishment of the advisory committee, its members, and its function to the school and community.	☐	☐	☐	☐	☐	☐
25. orient advisory committee members to their role and function.	☐	☐	☐	☐	☐	☐
26. plan the annual agenda to be considered by the advisory committee.	☐	☐	☐	☐	☐	☐
27. communicate the date, place and agenda for advisory committee meetings to all persons concerned.	☐	☐	☐	☐	☐	☐
28. invite resource persons who can provide consultation service to attend advisory committee meetings.	☐	☐	☐	☐	☐	☐
29. serve as the secretary to the advisory committee.	☐	☐	☐	☐	☐	☐
30. serve as the liaison for the advisory committee and the school administration.	☐	☐	☐	☐	☐	☐
31. assist in the identification of the vocational education purposes and objectives for the school.	☐	☐	☐	☐	☐	☐

(For the remainder of the 385 performance elements, refer to Appendix H.)

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APPENDIX E

LIST OF PARTICIPANTS FOR THE JULY CONFERENCE

Task Force Representatives	Service Area	State
H. I. Jones	Agricultural	Georgia
Bruce Hilton	Agricultural	New York
Robert R. Shelton	Agricultural	Iowa
Dean Berger	Agricultural	Ohio
Sterling Beckham	Agricultural	Texas
Marion Munsinger	Office Occupations	Arizona
Robert E. Morgan	Office Occupations	Florida
Mildred Hibbs	Office Occupations	New Jersey
Marianne McCracken	Office Occupations	Ohio
Ron Gould	Distributive	Arizona
Dominic LaRosa	Distributive	Michigan
William Sarkas	Distributive	New Jersey
James M. Beck, Jr.	Distributive	Virginia
Guy Baggett	Distributive	Ohio
Robert Hames	Home Economics	Georgia
Margaret Blanford	Home Economics	Illinois
Gertrude Hallman	Home Economics	New Jersey
Bobbie Bland	Home Economics	Texas
Marian Tidd	Home Economics	Ohio
Mary Graveley	Special Needs	Florida
Vernon Stahnke	Special Needs	Illinois
Joseph Furnari	Special Needs	New York
Dave Colville	Special Needs	Ohio
Frank Domorad	Special Needs	Texas
Joe Rollins	Trade and Industrial	Illinois
Carl Dalrymple	Trade and Industrial	Michigan
Tommie Bishop	Trade and Industrial	Texas
James Clem	Trade and Industrial	Ohio

Center Staff

Calvin J. Cotrell - Principal Investigator

Anna M. Gorman - Associate Investigators
Walter A. Cameron
Charles R. Doty

Shirley A. Chase - Coordinator of the Study

Eloise J. Law - Assistant Investigators
Roger J. Wilson
Marilyn J. Molnar
Niyazi Karasar

Edward T. Ferguson - Consultant

APPENDIX F

RATING FORM FOR CLUSTERS

Service Area _____
Mixed Group _____
Leader _____

ESSENTIAL CLUSTERS

Category and Cluster	Essential Before Entering Position				Essential After Entering Position		Comments Indicate elements excluded or included.
	Yes	No	Level of Competency		Yes	No	
			Oriented	Skilled			

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APPENDIX G

SUMMARY OF TASK FORCE RATINGS OF CLUSTERS

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	Essential Before Entering Position						Essential After Entering Position					
	AG	OE	DE	HE	T&I	Special Needs	AG	OE	DE	HE	T&I	Special Needs
Program Planning, Development and Evaluation												
1. Vocational Survey	X	X	X	X	X	X	*	*	*	0	*	*
2. Long-Range Planning	X+	0	X+	0	0	0	*	*	*	*	*	*
3. Advisory Committee	X	0	X	X+	X	0	*	0	*	0	*	*
4. Occupational Selection	X+	X	X+	X+	X+	0	*	*	*	*	*	*
5. Survey Preparation	X	X	X+	0	0	0	0	*	*	0	*	*
6. Follow-Up	X+	X	X+	X	X+	X	*	*	*	*	*	*
7. Administrative Approval for Advisory Committee	X+	0	X+	X	X	X+	*	0	*	0	*	*
8. Consultation for Survey	X	X	X+	X	X	0	*	*	*	0	*	*
9. Planning and Evaluation of Vocational Education Programs	X+	X+	X+	X+	0	X+	*	*	*	*	*	*
10. Utilization of Advisory Committee and Labor for Occupational Analysis	X	X+	X+	X+	X	0	*	*	*	*	*	0
Instruction - Planning												
11. Objectives and Performance Goals	X	X+	X	X+	X+	X+	*	*	*	*	*	0
12. Preparation of Instructional Materials	X	X+	X+	X+	X+	X	0	*	*	0	0	*

Code:
X+ = skilled level
X = oriented level
0 = no

Code:
* = preparation required
0 = no

	Essential Before Entering Position						Essential After Entering Position					
	AG	OE	DE	HE	T&I	Special Needs	AG	OE	DE	HE	T&I	Special Needs
Instruction - Planning (cont.)												
13. Lesson Planning	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
14. Student Involvement in Unit Planning	0	0	X	X+	0	X+	0	0	*	*	0	*
15. Unit Plans for Individualized Instruction	X+	X	X+	X+	X+	X+	*	*	*	*	*	*
16. Instructional Materials, Equipment and Supplies	X+	X+	X+	X	X+	X+	*	*	*	0	*	*
17. Unit Planning	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
Instruction - Execution												
18. Educational Technology	X+	X+	X+	X	X+	X+	*	*	*	*	*	*
19. Directed Study	X+	X	X+	X+	X+	X+	*	*	*	*	*	*
20. Interaction Techniques	X+	X	X+	X	X+	X+	*	*	*	*	*	*
21. Laboratory Instruction	X+	X+	X+	X+	0	0	*	*	*	*	0	0
22. Educational Innovations	X	X	X	X	X	X	*	0	*	*	*	*
23. Instruction by Students	X+	X	X	X	X+	X+	*	*	*	0	*	*
24. Individualized Instruction	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
25. Visual Aids	X+	X	X+	X+	X+	X	*	*	*	0	*	*
26. Introduction and Closure of Lesson	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
27. Teacher-Centered Techniques	X+	X+	X+	X+	X+	X+	*	*	*	0	*	*
28. Traditional Educational Technology	X+	0	0	0	0	0	0	0	0	0	0	0

	Essential Before Entering Position						Essential After Entering Position					
	AG	OE	DE	HE	T&I	Special Needs	AG	OE	DE	HE	T&I	Special Needs
Instruction - Execution (cont.)												
29. Teaching Techniques	X+	X	X	X	X+	X+	*	*	*	0	*	*
30. Outside Resources	X+	X+	X	X	X+	X+	*	*	*	0	*	*
Instruction - Evaluation												
31. Student Involvement in Evaluation	X+	X+	X	X+	X+	X+	*	*	*	*	*	*
32. Formulation of Test Items	X+	X+	X+	X+	X+	X+	*	*	*	0	*	*
33. Evaluation of On-the-job Experiences	X+	X	X+	X+	X+	X+	*	*	*	*	*	*
34. Administration and Analyses of Tests	X+	X+	X+	X	X+	X+	*	*	*	*	*	*
35. Laboratory Tests and Rating Sheets	X+	X+	X+	X	0	0	*	*	*	0	0	0
36. Student Performance Criteria and Evaluation	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
37. Evaluating Instruction	X+	X	X+	X+	X+	X+	*	*	*	*	*	*
38. Teacher Self-Evaluation	X+	X	X	X	X	X	*	*	*	0	*	*
Management												
39. Laboratory Management	X+	X	X+	X+	X	0	*	*	*	*	*	0
40. Student Behavior	X	X+	X+	X+	X+	X+	*	*	*	*	*	*
41. Budgeting and Supplies	X	X	X+	X	X	X+	*	*	*	*	*	*
42. Safety Measures	X	X	X+	X+	X+	X+	*	*	*	0	*	*
43. Data and Records	X+	X	X+	X+	X+	X+	*	*	*	*	*	*

	Essential Before Entering Position						Essential After Entering Position					
	AG	OE	DE	HE	T&I	Special Needs	AG	OE	DE	HE	T&I	Special Needs
Management (cont.)												
44. Reference Books and Supplies	X	X	X+	X+	X+	X+	*	*	*	0	*	*
45. Fees and Gratuities	X	0	X	X	X	X	*	0	*	0	*	*
Guidance												
46. Student Referral	X	X	X+	X+	X+	X+	*	*	*	*	*	*
47. Administering Standardized Tests	X	X	X	X	X	X	*	*	*	*	*	0
48. Personal Concern for Student	X	X	X	X+	X+	X+	*	*	*	*	*	*
49. Student Counseling	X	X	X	X	X	X+	*	*	*	*	*	*
50. Occupational Counseling	X	X	X+	X+	X+	X+	*	*	*	*	*	*
51. Student Records	X	X	X+	X	X+	X+	*	*	*	0	*	*
52. Teacher-Student Rapport	X	X	X	X	X+	X+	*	*	*	0	*	*
School-Community Relations												
53. Feedback on Vocational Programs	X	X	X+	X	X	X	*	*	*	0	*	*
54. School and Community Service	X	X	X	X	X	X	0	*	*	0	*	*
55. Program Publicity	X	X	X	X	X	X+	*	*	*	*	*	*
56. Staff Relationships	X	X	X	X	X+	X+	*	*	*	0	*	*
57. Unions (Labor and Management)	X	X	X	X	X+	X	0	*	*	*	*	0
58. Student-School-Community Activities	X	X	X	X	X+	X+	0	*	*	0	*	0

	Essential Before Entering Position						Essential After Entering Position					
	AG	OE	DE	HE	T&I	Special Needs	AG	OE	DE	HE	T&I	Special Needs
School-Community Relations (cont.)												
59. Planning School-Community Relations	X	X	X	X	X	X+	0	*	*	0	*	*
Student Vocational Organization												
60. Management of Student Vocational Organization	X+	X+	X+	X	X+	X+	*	*	*	*	*	*
61. Cooperation with State and National Organization	X	X+	X+	X	X	X+	*	*	*	*	*	*
62. Establishing Student Vocational Organization	X+	X	X+	X	X+	X+	*	*	*	0	*	*
63. Books and Publications	X	X	X+	X	X+	X	*	*	*	0	*	*
64. Chapter Parents	X	0	0	X	X	0	*	0	0	0	*	0
Professional Role and Development												
65. Philosophy and Goals	X	X+	X	X	X+	X+	*	*	*	*	*	*
66. Student Teaching	X	0	0	0	0	0	*	*	*	*	*	*
67. General School Duties	X	X	0	X	X	X	0	*	*	0	*	*
68. Professional Service	X+	X	X	X	X	X	*	*	*	*	*	*
69. Self-Evaluation	X+	X	X	X	X	X	*	*	*	*	*	*
70. Updating Competencies	X+	X	X	X	X	X+	*	*	*	*	*	*
71. School Problems	X	X	X	X	X	X+	0	*	*	*	*	*

	Essential Before Entering Position						Essential After Entering Position					
	AG	OE	DE	HE	T&I	Special Needs	AG	OE	DE	HE	T&I	Special Needs
Coordination												
72. Coordination of On-the-Job Training	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
73. Employment Regulations (Federal and State)	X+	X	X+	X	X+	X+	*	*	*	*	*	*
74. Student-Learner Selection	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
75. Safety	X+	0	X+	X+	X+	X+	*	0	*	0	*	*
76. Training Agreement	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
77. Training Station	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
78. Persuasion	X	X+	X+	X	X+	X+	0	*	*	0	*	*
79. Student Control On the Job	X+	X+	X+	X	X+	X+	*	*	*	0	*	*
80. Union	X	X	X	X	X	X	*	*	0	0	*	*
81. Resource Material	X+	X+	X+	X+	X+	X+	*	*	*	*	*	*
82. Related and On-the-Job Instruction	X+	X+	X	X	X+	X+	*	*	*	*	*	*

APPENDIX H

TASK FORCE RATINGS OF PERFORMANCE ELEMENTS

To aid the reader in more efficient use of this Appendix, the material has been organized in the following manner: 1) definition of terms, 2) cut-off scores of task force ratings, and 3) code for program areas.

DEFINITION OF TERMS

Anecdotal record - a collection of written samples of a pupil's behavior in varying situations kept by the teacher. The record contains information about when, where and under what conditions the observed significant behaviors occurred without attempting to interpret the sample behaviors.

Chapter parents - specific parents selected or elected to aid in the support and direction of the student vocational organization.

Cooperating employer (training agency) - a firm or agency providing employment and on-the-job training for a student-learner.

Computer-assisted instruction - an advanced form of programmed instruction utilizing the computer in the role of teacher.

Frame of reference - point of view by which one perceives a particular situation.

Job sheet - a written instruction sheet usually presenting directions, references and questions designed to assist the learner in mastering an assigned job.

On-the-job instructor (sponsor; training sponsor; on-the-job supervisor) - a co-worker or supervisor designated by the cooperating employer to provide the on-the-job training and supervision of a student-learner.

On-the-job training - instruction in the performance of a task or duty given to a student-learner while employed.

Operation sheet - written instructions arranged in a logical and sequential order, usually for the accomplishment of some part of a job requiring manipulative skills.

Programmed instruction - means by which information is provided for the pupil in step-by-step sequences, each segment of which contains a specific idea, asks a question of the student and provides feedback as to whether the correct answer was given.

Project method - a series of participatory experiences in the occupational field in which the student is preparing for employment and is supervised by the teacher-coordinator.

Question box technique - a technique whereby students submit written questions on a specific topic.

Related instruction - classroom and laboratory courses designed to increase knowledge, understanding, and the ability to solve technical and theoretical problems concerned with a particular occupation.

Simulation (simulated experience) - the provision (duplication, reproduction) of near actual situations to which the learner can react so that his actual experience with the real life occurrence will be less traumatic.

Single concept film - filmstrip or motion picture film loop that presents only one concept, the viewing of which may be repeated by the student until he understands the principle involved.

Sociometric technique - a technique wherein the teacher plots a chart of the social relationships of the individuals in a specific group based on the responses given to stimulus questions on a sociometric test.

Steering committee - a temporary committee set up to determine the need for a particular vocational program.

Student-learner - a student enrolled in a cooperative education program.

Training station - an area within the cooperating employer's facilities in which a student-learner is employed and receives on-the-job training.

Work station - a student's designated work area within the in-school laboratory.

Training agreement - an outline of learning experiences an employer agrees to provide for a student-learner enrolled in the various cooperative education programs.

CUT-OFF SCORES:

The cut-off scores for classifying task force ratings of performance elements are as follows:

high	$\geq$	4.85
moderate	4.0-	4.85
low	$<$	4.0

Since most of the scores from the task force ratings tended to be at the high end of the scale, the original plan was to consider only those elements receiving a 5.0 or better rating as essential competencies for teacher-coordinators. Since several important elements were being eliminated, it was decided to lower the cut-off point to 4.85 (scores which were not significantly different from 5.0, as indicated by a t-test of mean scores with an N of 50).

After further deliberation, the investigators realized that when the task force members had given a 4.0 (moderate) rating to a performance element, they had not expected it to be eliminated. Therefore, it was decided to set the cut-off point at 4.0 (equal to the original moderate rating on the instrument).

Scale for Appendix H	Original Instrument Scale
	6 very high importance
High = X	
	5 high importance
Moderate = /	4 moderate importance
	3 low importance
Low = -	2 very low importance
	1 not important

CODE FOR PROGRAM AREAS:

Off-Farm Agricultural Education - AG

Office Occupations - OE

Distributive Education - DE

Wage-Earning Home Economics Education - HE

Trade and Industrial Education - T&I

Special Needs Education - SN

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION

I believe the successful teacher-coordinator will:

	AG	OE	DE	HE	T&I	SN
1. organize a steering committee to assist in the pre-planning activities of the vocational education survey.	☒	◪	◪	◪	☒	◪
2. identify the geographical area in which a vocational education survey will be conducted.	◪	☒	☒	☒	☒	◪
3. obtain administrative approval for conducting a vocational education survey.	☒	☒	☒	☒	☒	☒
4. solicit assistance of vocational education personnel from the state department and/or university in conducting a vocational education survey.	◪	◪	◪	◪	☒	◪
5. consult Chamber of Commerce to identify area employers to be contacted in vocational education survey.	◪	◪	☒	◪	☒	◪
6. consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.	◪	◪	◪	☒	◪	◪
7. persuade labor representatives to participate in vocational education survey.	◪	◪	◪	◪	◪	◪
8. involve advisory committee in conducting a vocational education survey.	☒	☒	☒	◪	◪	◪
9. recruit teachers and guidance counselors to participate in conducting a vocational education survey.	◪	◪	◪	◪	◪	◪
10. direct students in the collection of data for a vocational education survey.	◪	◪	◪	◪	⊟	⊟

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
11.	adapt an existing vocational education survey form to local needs.	☒	◪	◪	◪	◪	◪
12.	establish communication with employer representatives who will be involved in vocational education survey.	☒	☒	☒	☒	☒	☒
13.	devise a plan of activities for the survey staff to follow in conducting vocational education survey.	☒	☒	☒	☒	☒	☒
14.	orient the survey staff to their duties and responsibilities in collecting vocational education data.	☒	☒	☒	☒	☒	☒
15.	publicize the purposes and objectives of the vocational education survey to school and community.	☒	☒	☒	☒	☒	☒
16.	collect student occupational interest data to identify vocational education needs.	☒	☒	☒	☒	☒	☒
17.	collect occupational data from employers to identify vocational education needs.	☒	☒	☒	☒	☒	☒
18.	suggest vocational education program based on analysis of community survey.	☒	☒	☒	☒	☒	☒
19.	disseminate the findings of the vocational education survey.	☒	☒	☒	☒	☒	◪
20.	identify the role and function of the advisory committee.	☒	☒	☒	☒	☒	☒
21.	establish the criteria for selection of advisory committee members.	◪	☒	☒	☒	☒	◪
22.	obtain school board authorization for organizing an advisory committee.	☒	◪	☒	◪	◪	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
23.	obtain administrative approval of the selected advisory committee members.	☒	◪	◪	◪	☒	◪
24.	publicize the establishment of the advisory committee, its members, and its function to the school and community.	☒	☒	☒	☒	☒	☒
25.	orient advisory committee members to their role and function.	☒	☒	☒	☒	☒	☒
26.	plan the annual agenda to be considered by the advisory committee.	☒	☒	☒	☒	☒	◪
27.	communicate the date, place and agenda for advisory committee meetings to all persons concerned.	☒	☒	☒	☒	☒	☒
28.	invite resource persons who can provide consultation service to attend advisory committee meetings.	◪	☒	☒	☒	☒	☒
29.	serve as the secretary to the advisory committee.	⊟	⊟	◪	⊟	◪	⊟
30.	serve as the liaison for the advisory committee and the school administration.	☒	☒	☒	☒	☒	☒
31.	assist in the identification of the vocational education purposes and objectives for the school.	☒	☒	☒	☒	☒	☒
32.	determine the occupations for which training is to be offered in the vocational education program.	☒	☒	☒	☒	◪	◪
33.	consult the advisory committee in regard to planning an analysis of an occupation.	◪	◪	◪	◪	◪	◪
34.	analyze occupations with assistance of employers and labor representatives.	◪	☒	☒	☒	☒	◪

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
35.	identify the competencies needed for entry into an occupation.	☒	☒	☒	☒	☒	☒
36.	describe the occupational standards of performance for each task in an occupation.	☒	☒	☒	☒	◪	◪
37.	assist in writing general objectives for courses offered in the vocational education program.	☒	☒	☒	☒	☒	☒
38.	develop vocational courses by clustering and sequencing related tasks.	☒	☒	☒	☒	☒	◪
39.	identify knowledge and attitudes required for the performance of each occupational task included in a course.	☒	☒	☒	☒	☒	◪
40.	write student performance goals for vocational education ccurses.	◪	☒	☒	☒	◪	◪
41.	consult advisory committee in developing a long-range program plan for vocational education.	☒	◪	☒	☒	☒	◪
42.	analyze long-range course needs for the vocational education program.	☒	☒	☒	☒	☒	☒
43.	specify long-range facility, equipment and supply needs for the vocational education program.	☒	☒	☒	☒	◪	☒
44.	prepare a long-range budget which identifies the financial needs of the vocational education program.	☒	◪	◪	◪	◪	◪
45.	identify long-range needs for employing faculty for the vocational program.	☒	◪	◪	◪	◪	◪
46.	assist in preparing the long-range program plan for vocational education in the school.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
47.	maintain continual follow-up information on placement, employment and training status of each graduate of the vocational program.	☒	☒	☒	☒	☒	☒
48.	obtain follow-up data from employers of vocational program graduates.	☒	☒	◪	☒	☒	☒
49.	determine the reasons students drop out of the vocational program.	☒	☒	☒	☒	☒	☒
50.	review supervisory evaluation reports for assessing the vocational program.	☒	☒	☒	☒	☒	☒
51.	assess the relevancy of the vocational course offerings.	☒	☒	☒	☒	☒	☒
52.	assess the adequacy of the vocational education facilities and equipment relative to technological changes.	☒	☒	☒	☒	☒	◪
53.	disseminate a summary of the vocational education evaluation to administrators, advisory committee members and the board of education.	☒	☒	☒	☒	☒	☒

INSTRUCTION - PLANNING

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
54.	review general objectives for the program.	☒	☒	☒	☒	☒	☒
55.	review student performance goals developed for the program plan.	☒	☒	☒	☒	☒	☒
56.	sequence performance goals (objectives) for a course.	☒	☒	☒	☒	☒	☒
57.	identify the unit topics for a course.	☒	☒	☒	☒	☒	☒
58.	determine objectives for a unit.	☒	☒	☒	☒	☒	☒
59.	identify lesson topics for a unit.	☒	☒	☒	☒	☒	☒
60.	write content outline for a unit.	☒	☒	☒	☒	☒	☒
61.	correlate unit content with on-the-job and/or laboratory experiences.	☒	☒	☒	☒	☒	☒
62.	determine group and individual learning experiences for the unit based on individual differences of students.	☒	☒	☒	☒	☒	☒
63.	select methods of evaluating students' performance throughout a unit.	☒	☒	☒	☒	☒	☒
64.	involve the students in the planning of a unit.	☒	☒	☒	☒	☒	☒
65.	identify the specific objectives for a lesson.	☒	☒	☒	☒	☒	☒
66.	select teaching techniques for a lesson.	☒	☒	☒	☒	☒	☒
67.	plan the introduction of a lesson.	☒	☒	☒	☒	☒	☒
68.	plan the content of a lesson.	☒	☒	☒	☒	☒	☒
69.	plan the summary of a lesson.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
70.	plan student learning experiences for a lesson.	☒	☒	☒	☒	☒	☒
71.	select methods of evaluating students' attainment of lesson objectives.	☒	☒	☒	☒	☒	☒
72.	write a lesson plan.	☒	☒	◪	☒	☒	◪
73.	obtain textbook, reference and other instructional material.	☒	☒	☒	☒	☒	☒
74.	develop original instructional materials such as individualized related assignment sheets, transparencies, charts.	☒	☒	☒	☒	☒	☒
75.	select tools and equipment for a lesson.	☒	☒	☒	☒	☒	◪
76.	assemble consumable supplies for instructional purposes.	☒	☒	☒	☒	☒	◪
77.	write programmed instruction.	◪	⊟	⊟	◪	⊟	⊟
78.	prepare instructional material with a spirit duplicator.	◪	◪	◪	◪	◪	◪
79.	prepare instructional material with a mimeograph machine.	⊟	◪	◪	◪	◪	⊟
80.	prepare instructional (hard copy and transparency) material with photocopier.	◪	◪	◪	⊟	◪	◪

INSTRUCTION - EXECUTION

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
81.	conduct field trips.	☒	◪	◪	☒	◪	◪
82.	present information with the assistance of a resource person.	☒	◪	☒	☒	☒	☒
83.	direct students in gathering information from sources in the community.	☒	◪	☒	☒	◪	◪
84.	lead group discussions.	☒	◪	◪	☒	☒	☒
85.	conduct panel discussions.	◪	◪	◪	◪	☒	◪
86.	conduct buzz groups.	◪	◪	◪	◪	◪	◪
87.	conduct symposiums.	◪	⊟	◪	◪	◪	⊟
88.	employ question box technique.	◪	⊟	⊟	◪	⊟	⊟
89.	conduct brainstorming sessions.	◪	◪	◪	◪	◪	◪
90.	conduct debates.	⊟	⊟	⊟	⊟	⊟	⊟
91.	direct student presentations.	☒	◪	◪	◪	◪	◪
92.	direct students in instructing other students.	◪	◪	◪	◪	◪	◪
93.	employ role-playing techniques.	◪	◪	☒	◪	◪	◪
94.	present information using a prepared skit.	⊟	⊟	⊟	⊟	⊟	⊟
95.	direct the use of simulation materials.	◪	◪	◪	◪	◪	◪
96.	introduce a lesson.	☒	☒	☒	☒	☒	☒
97.	obtain summary for a lesson.	☒	◪	☒	☒	☒	☒
98.	demonstrate a manipulative skill.	☒	☒	☒	☒	☒	◪
99.	present a concept or principle through a demonstration.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
100.	give a lecture.	-	-	-	-	◪	◪
101.	give an illustrated talk.	◪	◪	◪	◪	☒	◪
102.	employ oral questioning techniques.	◪	◪	☒	☒	☒	☒
103.	acknowledge student verbal and non-verbal cues.	☒	☒	☒	☒	☒	☒
104.	present information with analogies.	◪	◪	☒	◪	◪	◪
105.	present information by the use of individualized instruction.	☒	☒	☒	☒	☒	☒
106.	conduct group supervised study.	◪	◪	◪	◪	☒	◪
107.	give an assignment.	◪	◪	◪	◪	☒	◪
108.	direct student laboratory experience.	☒	☒	☒	☒	◪	◪
109.	enrich instruction to challenge the abilities of the abler student.	☒	☒	☒	☒	☒	☒
110.	provide remedial work for slower students.	☒	☒	☒	☒	☒	☒
111.	direct students in applying problem-solving techniques.	☒	☒	☒	☒	☒	☒
112.	present information through case study problems.	◪	◪	☒	◪	◪	◪
113.	employ reward techniques.	◪	◪	◪	◪	◪	◪
114.	establish frames of reference to enable the student to understand a situation from several points of view.	☒	☒	☒	☒	☒	☒
115.	apply non-verbal techniques such as gestures, facial expressions and silence.	◪	◪	☒	◪	◪	◪
116.	present information by the project method.	◪	◪	☒	◪	◪	◪

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
117.	present information through team teaching.	☒	☒	☒	☒	☒	⊟
118.	present information with bulletin boards.	☒	☒	☒	☒	☒	☒
119.	present information with exhibits.	☒	☒	☒	☒	☒	☒
120.	illustrate with models and real objects.	☒	☒	☒	☒	☒	☒
121.	present information with the overhead projector.	☒	☒	☒	☒	☒	☒
122.	present information with an opaque projector.	☒	☒	☒	☒	☒	☒
123.	present information with filmstrips.	☒	☒	☒	☒	☒	☒
124.	present information with slides.	☒	☒	☒	☒	☒	☒
125.	present information with silent motion pictures.	⊟	⊟	⊟	⊟	⊟	⊟
126.	present information with sound motion pictures.	☒	☒	☒	☒	☒	☒
127.	present information with single concept films.	☒	☒	☒	☒	☒	☒
128.	present information with audio tape recorder.	☒	☒	☒	☒	☒	☒
129.	present information with videotape recorder or closed circuit television.	☒	☒	☒	☒	☒	☒
130.	present information with phonograph records.	⊟	☒	☒	☒	⊟	☒
131.	present information with radio.	⊟	⊟	⊟	⊟	⊟	⊟
132.	present information with educational television programs.	☒	☒	⊟	☒	☒	☒
133.	direct teaching machine programmed instruction.	⊟	⊟	⊟	⊟	☒	⊟

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I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
134.	present information by computer assisted instruction.	⊟	⊟	⊟	⊟	⊟	⊟
135.	direct written programmed instruction.	⊟	⊟	⊟	◪	◪	⊟
136.	present information with aid of flannel board.	◪	⊟	⊟	◪	⊟	⊟
137.	present information with aid of flip chart.	◪	⊟	◪	◪	◪	◪
138.	present information with aid of chalkboard.	◪	◪	⊠	◪	⊠	⊠
139.	direct student study of textbooks, bulletins and pamphlets.	⊠	◪	⊠	⊠	⊠	◪
140.	direct student study of information and assignment sheets.	⊠	◪	⊠	⊠	⊠	◪
141.	direct students in preparing laboratory work or job plans.	⊠	⊠	⊠	⊠	⊠	◪
142.	guide student progress through use of operation and/or job sheets.	⊠	⊠	⊠	⊠	⊠	◪

INSTRUCTION - EVALUATION

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
143.	establish criteria for student performance.	☒	☒	☒	☒	☒	☒
144.	consider cumulative data on students' ability and achievement in establishing performance standards.	☒	☒	☒	☒	☒	☒
145.	formulate a system of grading consistent with school policy.	☒	☒	☒	☒	☒	◪
146.	administer subject matter standardized tests.	⊟	⊟	⊟	⊟	⊟	⊟
147.	appraise students' products according to performance standards of the occupations.	☒	☒	☒	☒	☒	◪
148.	appraise students' performance in relation to instructional goals.	☒	☒	☒	☒	☒	◪
149.	evaluate individualized related assignments completed under directed study.	◪	☒	☒	☒	☒	☒
150.	evaluate student-learner's work qualities and habits on the job.	☒	☒	☒	☒	☒	☒
151.	evaluate student-learner's personal traits and characteristics on the job.	☒	☒	☒	☒	☒	☒
152.	check student-learner's progress in acquiring skills on the job.	☒	☒	☒	☒	☒	☒
153.	devise self-evaluation techniques for use by students.	☒	☒	☒	☒	◪	☒
154.	arrange for students to evaluate their own progress.	☒	☒	☒	☒	◪	◪
155.	engage in cooperative evaluation of achievement with students.	☒	☒	☒	☒	☒	☒
156.	determine grade for performance for on-the-job and related instruction.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
157.	formulate essay test items.	-	-	◪	◪	◪	-
158.	formulate true-false test items.	-	-	◪	◪	◪	-
159.	formulate completion test items.	-	-	◪	◪	◪	-
160.	formulate matching test items.	-	-	◪	◪	◪	◪
161.	formulate multiple choice test items.	◪	-	◪	◪	◪	◪
162.	devise laboratory performance tests.	◪	⊠	◪	◪	◪	-
163.	devise laboratory performance rating sheets.	◪	⊠	⊠	⊠	◪	-
164.	administer teacher-made tests.	◪	◪	⊠	◪	⊠	◪
165.	devise case study problems.	◪	◪	◪	◪	◪	◪
166.	formulate test items for an oral exam.	◪	-	◪	◪	◪	◪
167.	analyze tests for validity.	◪	⊠	⊠	◪	⊠	◪
168.	analyze tests for reliability.	⊠	⊠	⊠	◪	⊠	◪
169.	review student progress and/or achievement records to assess effectiveness of instruction.	⊠	⊠	⊠	⊠	⊠	⊠
170.	evaluate quality of on-the-job training received by the student-learner.	⊠	⊠	⊠	⊠	⊠	⊠
171.	formulate, cooperatively with students, procedures which provide for their participation in the evaluation of instruction.	⊠	⊠	⊠	⊠	◪	◪
172.	interpret students' evaluation of instruction.	⊠	⊠	⊠	⊠	◪	◪
173.	obtain information from fellow teachers and supervisory personnel regarding the quality of his instruction.	◪	◪	◪	◪	◪	◪

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
174.	seek opportunities for self-evaluation of instruction through self-rating devices and instructional media such as video or audio recording.	☑	☑	☑	☑	☑	☑

MANAGEMENT

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
175.	compile a list of supplies needed for the academic year.	☒	☒	☒	☒	☒	☒
176.	identify new tools and equipment needed in a vocational course for the academic year.	☒	☒	☒	☒	☒	☒
177.	arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.	☒	◪	☒	☒	☒	◪
178.	prepare a capital outlay budget proposal for new equipment needed in a vocational course.	☒	◪	☒	☒	☒	◪
179.	plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.	☒	☒	☒	☒	☒	◪
180.	prepare a budget for estimated travel expenses incurred in vocational activities.	☒	◪	◪	☒	◪	◪
181.	prepare purchase requests for approved vocational equipment and supplies.	☒	◪	☒	☒	☒	◪
182.	design a procedure for acquiring the consumable supplies and materials needed in a vocational course.	☒	◪	◪	◪	◪	◪
183.	accept gifts or donations of supplies and equipment for the vocational program in accordance with school policy.	◪	◪	☒	◪	◪	◪
184.	recommend reference books and periodicals related to vocational education that should be added to the library.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
185.	maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	☒	☒	☒	☒	☒	⊘
186.	establish a system for repairing and servicing tools and equipment in a vocational laboratory.	☒	☒	☒	⊘	⊘	⊘
187.	devise a system for determining and collecting student fees for consumable supplies.	⊘	⊘	⊘	-	⊘	-
188.	arrange for the storage and security of vocational supplies and equipment.	☒	☒	☒	☒	☒	⊘
189.	uphold school standards of expected student behavior.	☒	☒	☒	☒	☒	☒
190.	formulate with students acceptable standards of behavior in vocational classrooms and laboratories.	☒	☒	☒	☒	☒	☒
191.	uphold acceptable standards of student behavior in vocational classrooms and laboratories.	☒	☒	☒	☒	☒	☒
192.	carry out approved disciplinary action when warranted.	☒	☒	☒	☒	☒	☒
193.	encourage students to exercise self-discipline.	☒	☒	☒	☒	☒	☒
194.	control outbursts of fighting and aggressive behavior.	☒	☒	☒	☒	☒	☒
195.	implement student "check out" procedures for tools, supplies, and equipment used in the vocational laboratory.	☒	☒	☒	☒	☒	⊘
196.	schedule laboratory equipment for maximum utilization by students.	☒	☒	☒	☒	☒	⊘
197.	direct students in a system for cleaning and maintaining the vocational laboratory.	☒	☒	☒	☒	☒	⊘

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
198.	arrange layout of vocational laboratory to simulate occupational environment.	☒	☒	☒	☒	☒	◪
199.	control heat, light, and ventilation in vocational laboratories and classrooms.	☒	☒	☒	☒	☒	☒
200.	arrange laboratory work areas and storage space to facilitate student work performance.	☒	☒	☒	☒	☒	◪
201.	provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	☒	☒	☒	☒	☒	☒
202.	establish a procedure for attending first aid needs of vocational students.	☒	◪	☒	☒	☒	☒
203.	establish a policy for use of the physical facilities by outside groups and other school personnel.	☒	◪	◪	◪	◪	◪
204.	structure a filing system for records and report forms used in a vocational course.	☒	☒	☒	☒	☒	☒
205.	supply administrators with data for vocational reports required by the state department of education.	☒	☒	☒	☒	☒	☒
206.	devise a system for maintaining occupational information and opportunity data for use by vocational students.	☒	☒	☒	☒	☒	☒
207.	record vocational student attendance according to school policy.	☒	☒	☒	☒	☒	☒
208.	record vocational students' grades according to school policy.	☒	☒	☒	☒	☒	☒
209.	maintain a record of safety instruction presented in compliance with safety laws and regulations.	☒	◪	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
210.	assemble student file documenting personal habits, attitudes and grades.	☒	☒	☒	☒	☒	☒
211.	devise a filing system for instructional materials.	☒	☒	☒	☒	☒	☒
212.	maintain a record of individual work hours, wages, and work progression of on-the-job training.	☒	☒	☒	☒	☒	☒

GUIDANCE

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
213.	present information to students on occupational opportunities.	☒	☒	☒	☒	☒	☒
214.	interpret occupational tests and inventories to students.	◪	◪	◪	◪	☒	◪
215.	present information to students on post-high school training and educational opportunities available to them.	☒	☒	☒	☒	☒	☒
216.	confer with student and his parents regarding the student's educational development.	☒	◪	☒	☒	☒	☒
217.	conduct a conference for counseling a student.	☒	☒	☒	☒	☒	☒
218.	encourage two-way communication during a conference with a student.	☒	☒	☒	☒	☒	☒
219.	conduct group counseling sessions.	◪	◪	◪	◪	◪	☒
220.	assist students in developing good study habits.	☒	☒	☒	☒	☒	☒
221.	recognize potential problems of students.	☒	☒	☒	☒	☒	☒
222.	assist students in determining ways to best describe their salable skills.	☒	☒	☒	☒	☒	☒
223.	administer subject matter diagnostic tests.	⊟	◪	⊟	⊟	◪	⊟
224.	refer students to guidance counselor and other specialists.	☒	☒	☒	☒	☒	☒
225.	supply guidance counselor with performance data about students.	☒	☒	☒	☒	☒	☒
226.	work with other teachers to help students with individual problems.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
227.	arrange with the guidance counselor for administration and interpretation of personality, aptitude and intelligence tests for specific students.	☒	◪	☒	☒	☒	☒
228.	refer students to qualified personnel agencies for occupational and educational information.	☒	☒	☒	☒	☒	☒
229.	arrange for local office of the U.S. Employment Service to administer and to interpret the General Aptitude Test Battery.	◪	◪	⊟	◪	☒	◪
230.	write letters of recommendation for students.	☒	☒	☒	☒	☒	☒
231.	assist graduates or seniors in preparing for interview with potential employers.	☒	☒	☒	☒	☒	☒
232.	assist students in securing and in filling out applications for jobs, scholarships, educational loans or college admission.	☒	☒	☒	☒	☒	☒
233.	establish communication patterns for exchanging information and for cooperating with the guidance counselor.	☒	☒	☒	☒	☒	☒
234.	assist students with their problems by working cooperatively with agencies such as the health and welfare services.	◪	◪	◪	☒	◪	☒
235.	determine students' background and environment.	☒	☒	☒	☒	☒	☒
236.	analyze students' cumulative records.	◪	☒	☒	☒	☒	☒
237.	maintain anecdotal records on students.	◪	◪	◪	☒	◪	◪
238.	maintain an open door policy for student consultation.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
239.	determine relationships among students through sociometric techniques (e.g., sociogram).	⊟	⊟	⊟	◪	◪	⊟
240.	develop constructive working relationships among students.	☒	☒	☒	☒	☒	☒
241.	review students' autobiographies for information to aid in understanding the students.	◪	☒	◪	☒	◪	◪
242.	communicate with prospective and continuing students during the summer.	☒	☒	☒	☒	☒	☒
243.	encourage students to discuss career aspirations.	☒	☒	☒	☒	☒	☒
244.	conduct home visits.	☒	◪	◪	☒	☒	☒
245.	demonstrate a regard for and an interest in the students as individuals.	☒	☒	☒	☒	☒	☒
246.	demonstrate personal concern for the student and his family.	☒	☒	☒	☒	☒	☒

SCHOOL - COMMUNITY RELATIONS

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
247.	assist in the development of policies regarding school-community relations.	☒	☒	☒	☒	☒	◪
248.	plan the school-community relations activities for the vocational program.	☒	◪	☒	☒	☒	◪
249.	procure clearance from the school administration to conduct school-community relations activities related to the vocational program.	☒	☒	☒	☒	☒	☒
250.	present activities of the vocational program on television.	◪	◪	◪	◪	◪	◪
251.	provide brochures to inform the school and community of the vocational program.	◪	☒	☒	☒	☒	☒
252.	provide displays in the school and in the community on the vocational program.	☒	☒	☒	☒	☒	☒
253.	prepare news releases on activities of the vocational program for newspapers and other periodicals.	☒	☒	☒	☒	☒	☒
254.	present activities of the vocational program on radio.	☒	◪	◪	◪	◪	◪
255.	conduct an open house to familiarize members of the school and community with activities of the vocational program.	☒	☒	☒	☒	☒	◪
256.	express a philosophy consistent with that of the vocational staff.	☒	☒	☒	☒	☒	☒
257.	speak to school and community groups on the vocational program.	☒	☒	☒	☒	☒	☒
258.	direct student presentations describing activities of the vocational program.	☒	☒	☒	☒	☒	◪

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
259.	conduct opinion surveys in the school and community concerning the vocational program.	☒	☒	☒	☒	☒	☒
260.	analyze enrollment trends to determine student and parent acceptance of the vocational program.	☒	☒	☒	☒	☒	☒
261.	obtain informal feedback on the vocational program through contacts with individuals in the school and community.	☒	☒	☒	☒	☒	☒
262.	study in-school election results (student council, class officers) to determine the image of the vocational students in the school.	☒	⊟	☒	☒	☒	⊟
263.	obtain information from parents relative to their expectations of the vocational program.	☒	☒	☒	☒	☒	☒
264.	consult advisory committee to obtain information concerning their expectations of the vocational program.	☒	☒	☒	☒	☒	☒
265.	acquire information from members of the community power structure (e.g., political, social, economic pressure groups) regarding their expectations of the vocational program.	☒	☒	☒	☒	☒	☒
266.	study community voting results on financial issues affecting the vocational program to determine community support of the program.	☒	☒	☒	☒	☒	☒
267.	sponsor employer-student learner banquet for the vocational program.	☒	☒	☒	☒	☒	☒
268.	sponsor student-parent activities for the vocational program.	☒	☒	☒	☒	☒	☒
269.	maintain liaison with union officials and employers.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
270.	maintain working relationships with the faculty and administration.	☒	☒	☒	☒	☒	☒
271.	assist with special community social events.	☒	☒	☒	☒	☒	☒
272.	assist with community business and industry sponsored activities.	☒	☒	☒	☒	☒	☒
273.	serve in professional nonvocational organizations to improve the image of the vocational program.	☒	☒	☒	☒	☒	☒
274.	serve in a community civic, service or social organization to improve the image of the vocational program.	☒	☒	☒	☒	☒	☒
275.	assist in planning the overall objectives of the total school program.	☒	☒	☒	☒	☒	☒
276.	provide consultant services to local business and industry.	☒	☒	☒	☒	☒	☒
277.	maintain working relationships with the school supporting staff through cooperation and mutual effort.	☒	☒	☒	☒	☒	☒

STUDENT VOCATIONAL ORGANIZATION

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
278.	obtain approval from school administration for establishing a student vocational organization.	☒	☒	☒	☒	☒	☒
279.	contact state leadership regarding the steps to be followed in organizing a student vocational organization.	☒	☒	☒	☒	☒	☒
280.	acquaint prospective members and their parents with the purposes, activities and values of the student vocational organization.	☒	☒	☒	☒	☒	☒
281.	organize a student committee to assess the interest of students in joining a vocational organization.	☒	◪	◪	☒	◪	◪
282.	conduct an organizational meeting for a student vocational organization.	☒	☒	☒	☒	☒	☒
283.	orient students to the student vocational organization.	☒	☒	☒	☒	☒	☒
284.	assist in the election and installation of officers of the student vocational organization.	☒	☒	☒	◪	☒	◪
285.	assist in the development of constitution and bylaws for a student vocational organization.	☒	☒	☒	◪	☒	◪
286.	assist students in developing a yearly program of activities for the student vocational organization.	☒	☒	☒	☒	☒	◪
287.	assist in planning and organizing fund raising activities for the student vocational organization.	☒	◪	☒	◪	◪	◪
288.	supervise social and educational activities for the student vocational organization.	☒	☒	☒	☒	☒	◪

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
289.	conduct leadership training session for the officers of the student vocational organization.	☒	☒	☒	◪	☒	◪
290.	assist students with the financial management of the student vocational organization.	☒	☒	☒	◪	☒	◪
291.	assist in the preparation of state and national reports for the student vocational organization.	☒	☒	☒	◪	☒	◪
292.	assist students with the publicizing of the student vocational organization activities.	☒	☒	☒	☒	☒	◪
293.	assist students in advancing within the available degrees in the student vocational organization.	☒	◪	☒	◪	◪	◪
294.	provide advice and training for student entries in state and national student vocational organization contests.	☒	☒	☒	◪	☒	◪
295.	coordinate student vocational organization activities with instructional activities.	☒	☒	☒	☒	☒	◪
296.	supervise the development of an annual handbook for the student vocational organization.	◪	◪	◪	◪	◪	⊟
297.	involve students in the evaluation of the student vocational organization.	☒	☒	◪	◪	◪	◪
298.	maintain a file of publications available for the student vocational organization.	◪	◪	◪	◪	◪	◪
299.	involve elected chapter parents in the activities of the student vocational organization.	◪	◪	◪	◪	◪	⊟
300.	direct initiation activities of the student vocational organization.	◪	◪	◪	◪	◪	◪

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
301.	affiliate the student vocational organization with the state and national vocational organization.	☒	☒	☒	◪	☒	◪
302.	send student representatives to district, state, regional and national student vocational organization activities.	☒	☒	☒	◪	☒	◪
303.	assist in the development of rules and procedures for conducting state, regional and national student vocational organization contests.	☒	☒	☒	◪	☒	⊟
304.	serve as an advisor or judge for district, state, regional or national student vocational organization contests.	☒	☒	☒	◪	◪	◪
305.	participate in state, district, regional and national activities of the student vocational organization.	☒	☒	☒	◪	☒	◪
306.	supervise the development of a chapter scrapbook for the student vocational organization.	◪	◪	◪	◪	◪	◪
307.	maintain student vocational organization as integral part of the instructional vocational education program.	☒	☒	☒	◪	☒	◪

PROFESSIONAL ROLE AND DEVELOPMENT

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
308.	support professional organizations through membership and attendance at meetings.	☒	☒	☒	☒	☒	☒
309.	serve professional organizations as an officer and/or chairman or member of a committee.	☒	☒	☒	☒	☒	☒
310.	represent the teaching profession as a committee member or delegate to meetings and activities of other professions.	☒	☒	◪	☒	☒	◪
311.	participate in experimental and other data-collecting research activities.	☒	☒	☒	☒	☒	☒
312.	write an article or book for publication which contributes to the literature of the profession.	◪	◪	◪	◪	◪	◪
313.	assist teachers who are new in the system to understand the policies and regulations of the school.	☒	☒	☒	☒	☒	☒
314.	work with a team of professionals from school and/or community on pertinent school problems.	☒	☒	☒	☒	☒	☒
315.	serve community needs by contributing professional expertise to civic projects.	☒	☒	◪	☒	☒	◪
316.	participate in noninstructional school duties, i.e., cafeteria, homeroom, bus duty, chaperoning, PTA.	◪	◪	⊟	◪	◪	⊟
317.	assist with nonvocational student organization activities.	⊟	◪	⊟	◪	◪	◪
318.	demonstrate pedagogical skills to student teachers.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
319.	provide opportunities for potential teachers to observe and participate in the public school program.	☒	☒	☒	☒	☒	☒
320.	interpret the policies and regulations of the local school district to the student teacher.	☒	☒	☒	☒	☒	☒
321.	plan activities for the student teacher which draw upon and enrich college course work.	☒	☒	☒	☒	◪	◪
322.	assign responsibilities to the student teacher commensurate with his or her background of knowledge and experience.	☒	☒	☒	☒	☒	☒
323.	consult regularly with the student teacher regarding planning, execution, and evaluation of teaching.	☒	☒	☒	☒	☒	☒
324.	confer regularly with the student teacher regarding performance in the student teaching situation.	☒	☒	☒	☒	☒	☒
325.	confer with college supervisor and student teacher regarding plans for and evaluation of the total student teaching experience.	☒	☒	☒	☒	☒	☒
326.	consult supervisory and administrative evaluations to determine attitudes of others toward his personal and professional abilities and limitations.	☒	☒	◪	☒	◪	◪
327.	use a self-analysis form to evaluate his personal and professional abilities and limitations.	◪	☒	◪	☒	◪	◪
328.	select the position which is in keeping with his personal and professional abilities and limitations.	☒	☒	☒	☒	◪	◪
329.	maintain professional certification through enrolling in graduate, extension, and in-service education programs.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
330.	expand educational background and leadership potential by achieving advanced degrees.	☒	☒	☒	☒	☒	☒
331.	acquire new occupational skills needed to keep pace with technological advancement in his teaching field.	☒	☒	☒	☒	☒	☒
332.	update his professional personnel file regularly.	☒	☒	☒	☒	☒	☒
333.	identify current trends of the teaching profession.	☒	☒	☒	☒	☒	☒
334.	promote the attainment of the goals and objectives of the teaching profession.	☒	☒	☒	☒	☒	☒
335.	express a professional philosophy relevant to the basic goals of teaching.	☒	☒	☒	☒	☒	☒
336.	evaluate periodically his educational philosophy in relation to that held by a majority of other members of the teaching profession.	☒	☒	☒	☒	☒	☒
337.	exchange observational visits, innovations, and ideas with other teachers.	☒	☒	☒	☒	☒	☒
338.	maintain ethical standards expected of a professional educator.	☒	☒	☒	☒	☒	☒

COORDINATION

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
339.	establish criteria for selection of student-learners.	☒	☒	☒	☒	☒	☒
340.	provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	☒	☒	☒	☒	☒	☒
341.	administer occupational tests relative to student-learner selection and placement.	◪	◪	◪	◪	◪	◪
342.	gather student-learner selection data (e.g., test results, records, grades).	◪	☒	☒	☒	☒	☒
343.	interview students and parents to obtain student-learner interest and aptitude information.	☒	☒	☒	☒	☒	☒
344.	identify a prospective student-learner on basis of selection criteria and data.	◪	☒	☒	☒	☒	☒
345.	match a student-learner's unique characteristics with an appropriate training station.	☒	☒	☒	☒	☒	☒
346.	prepare student-learner for interview with cooperating employer and training station personnel.	☒	☒	☒	☒	☒	☒
347.	aid student-learners in procuring work permits.	☒	☒	☒	☒	☒	☒
348.	develop a cooperative training agreement between student-learner, parent, school, and cooperating employer.	☒	☒	☒	☒	☒	☒
349.	arrange school and work schedules with student-learners, faculty and training station personnel.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
350.	approve on-the-job training hours and wages for student-learners.	☒	☒	☒	☒	☒	☒
351.	establish criteria for evaluating training station potential of an employer.	☒	☒	☒	☒	☒	☒
352.	identify prospective cooperating employers to provide on-the-job training stations.	☒	☒	☒	☒	☒	☒
353.	arrange with a union to make contract provision for student-learners.	◪	⊟	⊟	◪	◪	◪
354.	establish criteria to evaluate qualifications of prospective on-the-job instructors.	◪	◪	◪	☒	☒	◪
355.	assess training capability of the on-the-job instructor of the prospective training station.	☒	☒	☒	☒	☒	◪
356.	assess educational adequacy of a prospective training station's facilities and equipment.	☒	☒	☒	☒	☒	☒
357.	assess safety provisions of facilities and equipment of the prospective training stations.	☒	☒	☒	☒	☒	☒
358.	convince an employer to provide a training station for cooperative education.	◪	☒	☒	☒	☒	☒
359.	determine federal and state wage and hour classification of a prospective cooperating employer.	☒	◪	◪	◪	☒	◪
360.	assist cooperating employer in acquiring federal permit to pay a training wage.	◪	◪	◪	◪	◪	◪
361.	assist cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.	☒	◪	☒	◪	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
362.	assist the cooperating employer's personnel in accepting the training status and role of the student-learner.	☒	☒	☒	☒	☒	☒
363.	establish a cooperating employer's qualifications for reimbursement for training a student-learner.	◪	⊟	⊟	⊟	⊟	⊟
364.	obtain reimbursement for cooperating employer providing on-the-job training.	⊟	⊟	⊟	⊟	⊟	⊟
365.	develop systematic training plan with the on-the-job instructor.	☒	☒	☒	☒	☒	☒
366.	develop a procedure to insure students' safety and protection in the training station.	☒	☒	☒	☒	☒	☒
367.	develop a plan for teacher-coordinator supervision of on-the-job training.	☒	☒	☒	☒	☒	☒
368.	inform administration of daily coordination itinerary.	◪	◪	◪	◪	◪	⊟
369.	assist student-learner in on-the-job training orientation.	☒	☒	☒	☒	☒	☒
370.	check student-learner progress with the on-the-job instructor and other training station personnel.	☒	☒	☒	☒	☒	☒
371.	assess occupational experience daily reports with student-learners to plan future instruction.	☒	☒	◪	☒	☒	◪
372.	assess student-learner's performance with assistance of the on-the-job instructor.	☒	☒	☒	☒	☒	☒
373.	obtain suggestions from on-the-job instructor to guide the selection of related class instruction lessons.	☒	☒	☒	☒	☒	☒

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
374.	assist students in the solution of problems related to on-the-job training.	☒	☒	☒	☒	☒	☒
375.	encourage on-the-job instructor to follow the progression of experiences for the student-learner outlined in the training plan.	☒	☒	☒	☒	☒	⊘
376.	maintain student-learner progress record forms for on-the-job training and related instruction.	☒	☒	☒	☒	☒	☒
377.	examine student-learner progress records to determine future on-the-job training experiences and related classroom assignments.	☒	☒	☒	☒	☒	☒
378.	obtain reimbursement for student-learners for allowable training costs such as clothing and tools.	⊟	⊟	⊟	⊟	⊟	⊟
379.	control student-learner absenteeism from related class and on-the-job training.	☒	☒	☒	☒	☒	☒
380.	control the transfer of student-learners within the cooperative program and to other school programs.	☒	☒	⊘	☒	☒	☒
381.	conduct termination procedures for on-the-job training for a student-learner when conditions demand it and at the close of a training program.	☒	☒	☒	☒	☒	☒
382.	provide teacher-training workshop to assist on-the-job instructor in techniques for teaching student-learners.	⊘	⊟	⊟	⊟	⊟	⊟
383.	assist on-the-job instructor with development of teaching techniques during visits to the training stations.	⊘	⊘	⊘	⊘	⊘	⊟

I believe the successful teacher-coordinator will:

		AG	OE	DE	HE	T&I	SN
384.	expand related instruction for student-learners on the basis of information obtained from employers on new technology.	☒	☒	☒	☒	☒	☒
385.	obtain from advisory committee information on ways to improve related instruction and on-the-job training.	☒	☒	☒	☒	☒	☒

APPENDIX I

CLASSIFICATION OF PERFORMANCE ELEMENTS AND CLUSTERS

GENERAL INFORMATION

In this Appendix, the clusters and performance elements are listed under 10 different categories which are in the same order as they appeared in the original data collection instrument. The clusters are numbered in parentheses (1-82) and are listed under each category in the order in which they appeared on the computer printout of factors in the BMD03M factor analysis program. That is, each factor consisting of a cluster of related performance elements was given an appropriate title. The performance elements under each cluster are listed in the descending order of the factor loading scores. The numbers appearing in front of the performance elements are the same as those used in the original data collection instrument.

This same format of category, cluster, and performance element listings was used by the July task force members as a guide for rating the 82 clusters. However, the materials used by the July task force contained the ratings given the performance elements by the 300 task force members as given in Appendix H in place of the classification given here.

The classifications for clusters and performance elements in this Appendix represent a summary of each of the two task force ratings. Performance element classifications were determined by analyzing the scores of the 300 task force members. The cluster classifications are the result of analyzing the ratings by the 28 members attending the July task force conference. The classifications (C, M, U, NI) resulted from the following rating analysis across the six vocational program areas:

Common (C) = important to 5-6 program areas

Mixed (M) = important to 2-4 program areas

Unique (U) = important to 1 program area

Not important (NI) = not important to any program area.

CLASSIFICATION OF CLUSTERS AND PERFORMANCE ELEMENTS

	Elements	Clusters (P / I)
PROGRAM PLANNING, DEVELOPMENT AND EVALUATION (Category)		
(1) Vocational Survey (Cluster)		C / C
(Element)		
12. Establish communication with employer representatives who will be involved in vocational education survey.	C	
15. Publicize the purposes and objectives of the vocational education survey to school and community.	C	
18. Suggest vocational education program based on analysis of community survey.	C	
14. Orient the survey staff to their duties and responsibilities in collecting vocational education data.	C	
13. Devise a plan of activities for the survey staff to follow in conducting vocational education survey.	C	
19. Disseminate the findings of the vocational education survey.	C	
2. Identify the geographical area in which a vocational education survey will be conducted.	C	

Code: C = common
M = mixed
U = unique
NI = not important

Elements - classification of performance elements based on data from 300-member task force.

Clusters - classification of clusters based on data from 28-member task force.

P = Preservice teacher education
I = Inservice teacher education

		P	I
3.	Obtain administrative approval for conducting a vocational education survey.	C	
1.	Organize a steering committee to assist in the pre-planning activities of the vocational education survey.	C	
17.	Collect occupational data from employers to identify vocational education needs.	C	
4.	Solicit assistance of vocational education personnel from the state department and/or university in conducting a vocational education survey.	C	
8.	Involve advisory committee in conducting a vocational education survey.	C	

(2) Long-Range Planning		M	C
43.	Specify long-range facility, equipment and supply needs for the vocational education program.		C
44.	Prepare a long-range budget which identifies the financial needs of the vocational education program.		C
42.	Analyze long-range course needs for the vocational education program.		C
45.	Identify long-range needs for employing faculty for the vocational program.		C
46.	Assist in preparing the long-range program plan for vocational education in the school.		C
41.	Consult advisory committee in developing a long-range program plan for vocational education.		C

	P	I
(3) Advisory Committee	M	M*
25. Orient advisory committee members to their role and function.	C	
21. Establish the criteria for selection of advisory committee members.	C	
27. Communicate the date, place and agenda for advisory committee meetings to all persons concerned.	C	
20. Identify the role and function of the advisory committee.	C	
26. Plan the annual agenda to be considered by the advisory committee.	C	
24. Publicize the establishment of the advisory committee, its members, and its function to the school and community.	C	
28. Invite resource persons who can provide consultation service to attend advisory committee meetings.	C	
30. Serve as the liaison for the advisory committee and the school administration.	C	
29. Serve as the secretary to the advisory committee.	M	
(4) Occupational Selection	C	C
32. Determine the occupations for which training is to be offered in the vocational education program.	C	
36. Describe the occupational standards of performance for each task in an occupation.	C	

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*See last page of this Appendix for investigators' comments concerning the ratings given this cluster and its elements.

		P	I
16.	Collect student occupational interest data to identify vocational education needs.	C	
35.	Identify the competencies needed for entry into an occupation.	C	
(5)	Survey Preparation	M	M
10.	Direct students in the collection of data for a vocational education survey.	M	
9.	Recruit teachers and guidance counselors to participate in conducting a vocational education survey.	C	
11.	Adapt an existing vocational education survey form to local needs.	C	
(6)	Follow-Up	C	C
47.	Maintain continual follow-up information on placement, employment and training status of each graduate of the vocational program.	C	
48.	Obtain follow-up data from employers of vocational program graduates.	C	
(7)	Administrative Approval for Advisory Committee	C	M
23.	Obtain administrative approval of the selected advisory committee members.	C	
22.	Obtain school board authorization for organizing an advisory committee.	C	
(8)	Consultation for Survey	C	C
5.	Consult Chamber of Commerce to identify area employers to be contacted in vocational education survey.	C	

		P	I
6.	Consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.	C	
7.	Persuade labor representatives to participate in vocational education survey.	C	
(9)	Planning and Evaluation of Vocational Education Programs	C	C
50.	Review supervisory evaluation reports for assessing the vocational program.	C	
37.	Assist in writing general objectives for courses offered in the vocational education program.	C	
51.	Assess the relevancy of the vocational course offerings.	C	
52.	Assess the adequacy of the vocational education facilities and equipment relative to technological changes.	C	
39.	Identify knowledge and attitudes required for the performance of each occupational task included in a course.	C	
38.	Develop vocational courses by clustering and sequencing related tasks.	C	
53.	Disseminate a summary of the vocational education evaluation to administrators, advisory committee members and the board of education.	C	
40.	Write student performance goals for vocational education courses.	C	
49.	Determine the reasons students drop out of the vocational program.	C	

		P	I
31.	Assist in the identification of the vocational education purposes and objectives for the school.	C	
(10)	Utilization of Advisory Committee and Labor for Occupational Analysis	C	C
33.	Consult the advisory committee in regard to planning an analysis of an occupation.	C	
34.	Analyze occupations with assistance of employers and labor representatives.	C	

INSTRUCTION - PLANNING

(11)	Objectives and Performance Goals	C	C
54.	Review general objectives for the program.	C	
55.	Review student performance goals developed for the program plan.	C	
56.	Sequence performance goals (objectives) for a course.	C	
(12)	Preparation of Instructional Materials	C	M
78.	Prepare instructional materials with a spirit duplicator.	C	
80.	Prepare instructional (hard copy and transparency) material with photocopier.	M	
79.	Prepare instructional material with a mimeograph machine.	M	
(13)	Lesson Planning	C	C
69.	Plan the summary of a lesson.	C	
68.	Plan the content of a lesson.	C	
67.	Plan the introduction of a lesson.	C	

			P	I
	66.	Select teaching techniques for a lesson.	C	
	72.	Write a lesson plan.	C	
	70.	Plan student learning experiences for a lesson.	C	
	65.	Identify the specific objectives for a lesson.	C	
	71.	Select methods of evaluating students' attainment of lesson objectives.	C	
(14)	Student Involvement in Unit Planning		M	M*
	64.	Involve the students in the planning of a unit.	C	
(15)	Unit Plans for Individualized Instruction		C	C
	61.	Correlate unit content with on-the-job and/or laboratory experiences.	C	
	62.	Determine group and individual learning experiences for the unit based on individual differences of students.	C	
(16)	Instructional Materials, Equipment and Supplies		C	C
	76.	Assemble consumable supplies for instructional purposes.	C	
	75.	Select tools and equipment for a lesson.	C	
	73.	Obtain textbook, reference and other instructional material.	C	
	74.	Develop original instructional materials such as individualized related assignment sheets, transparencies, charts.	C	

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*See last page of this Appendix for investigators' comments concerning the ratings given this cluster and its elements.

			P	I
	77. Write programmed instruction.	M		
(17)	Unit Planning		C	C
	59. Identify lesson topics for a unit.	C		
	57. Identify the unit topics for a course.	C		
	60. Write content outline for a unit.	C		
	58. Determine objectives for a unit.	C		
	63. Select methods of evaluating students' performance throughout a unit.	C		
INSTRUCTION - EXECUTION				
(18)	Traditional Educational Technology		C	C
	123. Present information with film-strips.	C		
	124. Present information with slides.	C		
	126. Present information with sound motion pictures.	C		
	121. Present information with the overhead projector.	C		
	128. Present information with audio tape recorder.	C		
	127. Present information with single concept films.	C		
	130. Present information with phonograph records.	M		
	122. Present information with an opaque projector.	C		
(19)	Directed Study		C	C
	140. Direct student study of information and assignment sheets.	C		

			P	I
139.	Direct student study of textbooks, bulletins and pamphlets.	C		
(20)	Interaction Techniques		C	C*
86.	Conduct buzz groups.	C		
87.	Conduct symposiums.	M		
85.	Conduct panel discussions.	C		
90.	Conduct debates.	NI		
88.	Employ question box technique.	M		
89.	Conduct brainstorming sessions.	C		
84.	Lead group discussions.	C		
94.	Present information using a prepared skit.	NI		
106.	Conduct group supervised study.	C		
93.	Employ role-playing techniques.	C		
95.	Direct the use of simulation materials.	C		
(21)	Laboratory Instruction		M	M*
108.	Direct student laboratory experience.	C		
98.	Demonstrate a manipulative skill.	C		
141.	Direct students in preparing laboratory work or job plans.	C		
99.	Present a concept or principle through a demonstration.	C		
142.	Guide student progress through use of operation and/or job sheets.	C		

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*See last page of this Appendix for investigators' comments concerning the ratings given this cluster and its elements.

		P	I
116.	Present information by the project method.	C	
(22)	Educational Innovations	C	C*
134.	Present information by computer assisted instruction.	NI	
133.	Direct teaching machine programmed instruction.	U	
135.	Direct written programmed instruction.	M	
129.	Present information with videotape recorder or closed circuit television.	C	
132.	Present information with educational television programs.	C	
117.	Present information through team teaching.	C	
(23)	Instruction by Students	C	C
92.	Direct students in instructing other students.	C	
91.	Direct student presentations.	C	
(24)	Individualized Instruction	C	C
105.	Present information by the use of individualized instruction.	C	
110.	Provide remedial work for slower students.	C	
109.	Enrich instruction to challenge the abilities of the abler student.	C	
(25)	Visual Aids	C	C
118.	Present information with bulletin boards.	C	

*See last page of this Appendix for investigators' comments concerning the ratings given this cluster and its elements.

			P	I
119.	Present information with exhibits.	C		
120.	Illustrate with models and real objects.	C		
136.	Present information with aid of flannel board.	M		
137.	Present information with aid of flip chart.	C		
(26)	Introduction and Closure of Lesson		C	C
97.	Obtain summary for a lesson.	C		
96.	Introduce a lesson.	C		
(27)	Teacher Centered Techniques		C	C
100.	Give a lecture.	M		
101.	Give an illustrated talk.	C		
102.	Employ oral questioning techniques.	C		
138.	Present information with aid of chalkboard.	C		
107.	Give an assignment.	C		
(28)	Traditional Educational Technology		U	NI
125.	Present information with silent motion pictures.	NI		
131.	Present information with radio.	NI		
(29)	Teaching Techniques		C	C
115.	Apply non-verbal techniques such as gestures, facial expressions and silence.	C		
114.	Establish frames of reference to enable the student to understand a situation from several points of view.	C		

			P	I
112.	Present information through case study problems.	C		
113.	Employ reward techniques.	C		
103.	Acknowledge student verbal and non-verbal cues.	C		
104.	Present information with analogies.	C		
111.	Direct students in applying problem-solving techniques.	C		
(30)	Outside Resources		C	C
81.	Conduct field trips.	C		
82.	Present information with the assistance of a resource person.	C		
83.	Direct students in gathering information from sources in the community.	C		

INSTRUCTION - EVALUATION

(31)	Student Involvement in Evaluation		C	C
153.	Devise self-evaluation techniques for use by students.	C		
154.	Arrange for students to evaluate their own progress.	C		
155.	Engage in cooperative evaluation of achievement with students.	C		
171.	Formulate, cooperatively with students, procedures which provide for their participation in the evaluation of instruction.	C		
172.	Interpret students' evaluation of instruction.	C		
(32)	Formulation of Test Items		C	C*
160.	Formulate matching test items.	M		

*See last page of this Appendix for investigators' comments concerning the ratings given this cluster and its elements.

		P	I
159.	Formulate completion test items.	M	
158.	Formulate true-false test items.	M	
161.	Formulate multiple-choice test items.	C	
157.	Formulate essay test items.	M	
166.	Formulate test items for an oral exam.	C	
(33)	Evaluation of On-the-Job Experiences	C	C
151.	Evaluate student learner's personal traits and characteristics on the job.	C	
150.	Evaluate student learner's work qualities and habits on the job.	C	
152.	Check student learner's progress in acquiring skills on the job.	C	
(34)	Administration and Analyses of Tests	C	C
167.	Analyze tests for validity.	C	
168.	Analyze tests for reliability.	C	
165.	Devise case study problems.	C	
164.	Administer teacher-made tests.	C	
(35)	Laboratory Tests and Rating Sheets	M	M*
163.	Devise laboratory performance rating sheets.	C	
162.	Devise laboratory performance tests.	C	

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*See last page of this Appendix for investigators' comments concerning the ratings given this cluster and its elements.

		P	I
(36)	Student Performance Criteria and Evaluation	C	C
145.	Formulate a system of grading consistent with school policy.	C	
143.	Establish criteria for student performance.	C	
144.	Consider cumulative data on students' ability and achievement in establishing performance standard.	C	
156.	Determine grade for performance for on-the-job and related instruction.	C	
148.	Appraise students' performance in relation to instructional goals.	C	
146.	Administer subject matter standardized tests.	NI	
147.	Appraise students' products according to performance standards of the occupations.	C	
(37)	Evaluating Instruction	C	C
169.	Review student progress and/or achievement records to assess effectiveness of instruction.	C	
170.	Evaluate quality of on-the-job training received by the student-learner.	C	
149.	Evaluate individualized related assignments completed under directed study.	C	
(38)	Teacher Self-Evaluation	C	C
173.	Obtain information from fellow teachers and supervisory personnel regarding the quality of his instruction.	C	

		P	I
174.	Seek opportunities for self-evaluation of instruction through self-rating devices and instructional media such as video or audio recording.	C	

MANAGEMENT

		C	C
(39)	Laboratory Management		
197.	Direct students in a system for cleaning and maintaining the vocational laboratory.	C	
198.	Arrange layout of vocational laboratory to simulate occupational environment.	C	
196.	Schedule laboratory equipment for maximum utilization by students.	C	
200.	Arrange laboratory work areas and storage space to facilitate student work performance.	C	
185.	Maintain an inventory of vocational tools, supplies, and equipment assigned to the laboratory.	C	
195.	Implement student "check out" procedures for tools, supplies, and equipment used in the vocational laboratory.	C	
186.	Establish a system for repairing and servicing tools and equipment in a vocational laboratory.	C	
203.	Establish a policy for use of the physical facilities by outside groups and other school personnel.	C	
199.	Control heat, light, and ventilation in vocational laboratories and classrooms.	C	

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		P	I
(40)	Student Behavior	C	C
189.	Uphold school standards of expected student behavior.	C	
194.	Control outbursts of fighting and aggressive behavior.	C	
191.	Uphold acceptable standards of student behavior in vocational classrooms and laboratories.	C	
192.	Carry out approved disciplinary action when warranted.	C	
193.	Encourage students to exercise self-discipline.	C	
190.	Formulate with students acceptable standards of behavior in vocational classrooms and laboratories.	C	
(41)	Budgeting and Supplies	C	C
179.	Plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.	C	
178.	Prepare a capital outlay budget proposal for new equipment needed in a vocational course.	C	
177.	Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements in a course.	C	
180.	Prepare a budget for estimated travel expenses incurred in vocational activities.	C	
182.	Design a procedure for acquiring the consumable supplies and materials needed in a vocational course.	C	

		P	I
181.	Prepare purchase requests for approved vocational supplies and equipment.	C	
188.	Arrange for the storage and security of vocational supplies and equipment.	C	
(42)	Safety Measures	C	C
202.	Establish a procedure for attending first aid needs of vocational students.	C	
209.	Maintain a record of safety instruction presented in compliance with safety laws and regulations.	C	
201.	Provide approved safety apparel and devices for vocational students assigned to hazardous equipment.	C	
(43)	Data and Records	C	C
204.	Structure a filing system for records and report forms used in a vocational course.	C	
211.	Devise a filing system for instructional materials.	C	
210.	Assemble student file documenting personal habits, attitudes and grades.	C	
212.	Maintain a record of individual work hours, wages, and work progression of on-the-job training.	C	
205.	Supply administrators with data for vocational reports required by the state department of education.	C	
206.	Devise a system for maintaining occupational information and opportunity data for use by vocational students.	C	

		P	I
208.	Record vocational students' grades according to school policy.	C	
207.	Record vocational student attendance according to school policy.	C	
(44)	Reference Books and Supplies	C	C
176.	Identify new tools and equipment needed in a vocational course for the academic year.	C	
175.	Compile a list of supplies needed for the academic year.	C	
184.	Recommend reference books and periodicals related to vocational education that should be added to the library.	C	
(45)	Fees and Gratuities	C	M
187.	Devise a system for determining and collecting student fees for consumable supplies.	M	
183.	Accept gifts or donations of supplies and equipment for the vocational program in accordance with school policy.	C	

GUIDANCE

(46)	Student Referral	C	C
225.	Supply guidance counselor with performance data about students.	C	
224.	Refer students to guidance counselor and other specialists.	C	
228.	Refer students to qualified personnel agencies for occupational and educational information.	C	
226.	Work with other teachers to help students with individual problems.	C	

		P	I
233.	Establish communication patterns for exchanging information and for cooperating with the guidance counselor.	C	
(47)	Administering Standardized Tests	C	C
223.	Administer subject matter diagnostic tests.	M	
229.	Arrange for local office of the U.S. Employment Service to administer and to interpret the General Aptitude Test Battery.	C	
227.	Arrange with the guidance counselor for administration and interpretation of personality, aptitude and intelligence tests for specific students.	C	
214.	Interpret occupational tests and inventories to students.	C	
(48)	Personal Concern for Student	C	C
244.	Conduct home visits.	C	
246.	Demonstrate personal concern for the student and his family.	C	
234.	Assist students with their problems by working cooperatively with agencies such as the health and welfare services.	C	
242.	Communicate with prospective and continuing students during the summer.	C	
(49)	Student Counseling	C	C
218.	Encourage two-way communication during a conference with a student.	C	
217.	Conduct a conference for counseling a student.	C	
219.	Conduct group counseling sessions.	C	

		P	I
220.	Assist students in developing good study habits.	C	
216.	Confer with student and his parents regarding the student's educational development.	C	
221.	Recognize potential problems of students.	C	
(50)	Occupational Counseling	C	C
232.	Assist students in securing and in filling out applications for jobs, scholarships, educational loans or college admission.	C	
231.	Assist graduates or seniors in preparing for interview with potential employers.	C	
230.	Write letters of recommendation for students.	C	
213.	Present information to students on occupational opportunities.	C	
222.	Assist students in determining ways to best describe their salable skills.	C	
215.	Present information to students on post-high school training and educational opportunities available to them.	C	
240.	Develop constructive working relationships among students.	C	
(51)	Student Records	C	C
236.	Analyze students' cumulative records.	C	
237.	Maintain anecdotal records on students.	C	
235.	Determine students' background and environment.	C	

		P	I
241.	Review students' autobiographies for information to aid in understanding the students.	C	
239.	Determine relationships among students through sociometric techniques (e.g., sociogram).	M	
(52)	Teacher-Student Rapport	C	C
238.	Maintain an open-door policy for student consultation.	C	
245.	Demonstrate a regard for and an interest in the students as individuals.	C	
243.	Encourage students to discuss career aspirations.	C	

SCHOOL-COMMUNITY RELATIONS

(53)	Feedback on Vocational Programs	C	C
262.	Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.	M	
263.	Obtain information from parents relative to their expectations of the vocational program.	C	
259.	Conduct opinion surveys in the school and community concerning the vocational program.	C	
260.	Analyze enrollment trends to determine student and parent acceptance of the vocational program.	C	
264.	Consult advisory committee to obtain information concerning their expectations of the vocational program.	C	

		P	I
265.	Acquire information from members of the community power structure (e.g., political, social, economic pressure groups) regarding their expectations of the vocational program.	C	
266.	Study community voting results on financial issues affecting the vocational program to determine community support of the program.	C	
261.	Obtain informal feedback on the vocational program through contacts with individuals in the school and community.	C	

		C	M
(54)	School and Community Service		
274.	Serve in a community civic, service or social organization to improve the image of the vocational program.	C	
273.	Serve in professional nonvocational organizations to improve the image of the vocational program.	C	
271.	Assist with special community social events.	C	
272.	Assist with community business and industry sponsored activities.	C	
275.	Assist in planning the overall objectives of the total school program.	C	
276.	Provide consultant services to local business and industry.	C	

		C	C
(55)	Program Publicity		
250.	Present activities of the vocational program on television.	C	
254.	Present activities of the vocational program on radio.	C	

		P	I
251.	Provide brochures to inform the school and community of the vocational program.	C	
258.	Direct student presentations describing activities of the vocational program.	C	
257.	Speak to school and community groups on the vocational program.	C	
252.	Provide displays in the school and in the community on the vocational program.	C	
253.	Prepare news releases on activities of the vocational program for newspapers and other periodicals.	C	

(56) Staff Relationships — C | C

270.	Maintain working relationships with the faculty and administration.	C	
277.	Maintain working relationships with the school supporting staff through cooperation and mutual effort.	C	
256.	Express a philosophy consistent with that of the vocational staff.	C	

(57) Unions (Labor and Management) — C | M

269.	Maintain liaison with union officials and employers.	C	

(58) Student-School-Community Activities — C | M

267.	Sponsor employer-student banquet for the vocational program.	C	
268.	Sponsor student-parent activities for the vocational program.	C	

		P	I
255.	Conduct an open house to familiarize members of the school and community with activities of the vocational program.	C	

		C	M
(59)	Planning School-Community Relations		
248.	Plan the school-community relations activities for the vocational program.	C	
247.	Assist in the development of policies regarding school-community relations.	C	
249.	Procure clearance from the school administration to conduct school-community relations activities related to the vocational program.	C	

STUDENT VOCATIONAL ORGANIZATION

		C	C
(60)	Management of Student Vocational Organization		
288.	Supervise social and educational activities for the student vocational organization.	C	
286.	Assist students in developing a yearly program of activities for the student vocational organization.	C	
287.	Assist in planning and organizing fund raising activities for the student vocational organization.	C	
290.	Assist students with the financial management of the student vocational organization.	C	
284.	Assist in the election and installation of officers of the student vocational organization.	C	

285. Design a procedure for acquiring consumable supplies and materials needed in a vocational course. C

292. Assist students with the publicizing of the student vocational organization activities. C

283. Orient students to the student vocational organization. C

282. Conduct an organizational meeting for a student vocational organization. C

289. Conduct leadership training session for the officers of the student vocational organization. C

295. Coordinate student vocational organization activities with instructional activities. C

307. Maintain student vocational organization as integral part of the instructional vocational education program. C

297. Involve students in the evaluation of the student vocational organization. C

293. Assist students in advancing within the available degrees in the student vocational organization. C

300. Direct initiation activities of the student vocational organization. C

(61) Cooperation with State and National Organization [C | C]

302. Send student representatives to district, state, regional and national student vocational organization activities. C

		P	I
303.	Assist in the development of rules and procedures for conducting state, regional and national student vocational organization contests.	C	
305.	Participate in district, state, regional and national activities of the student vocational organization.	C	
301.	Affiliate the student vocational organization with the state and national vocational organization.	C	
294.	Provide advice and training for student entries in state and national student vocational organization contests.	C	
304.	Serve as an advisor or judge for district, state, regional or national student vocational organization contests.	C	
291.	Assist in the preparation of state and national reports for the student vocational organization.	C	
(62)	Establishing Student Vocational Organization	C	C
278.	Obtain approval from school administration for establishing a student vocational organization.	C	
279.	Contact state leadership regarding the steps to be followed in organizing a student vocational organization.	C	
280.	Acquaint prospective members and their parents with the purposes, activities and values of the student vocational organization.	C	
281.	Organize a student committee to assess the interest of students in joining a vocational organization.	C	

		P	I
(63)	Books and Publications	C	C
296.	Supervise the development of an annual handbook for the student vocational organization.	C	
298.	Maintain a file of publications available for the student vocational organization.	C	
306.	Supervise the development of a chapter scrapbook for the student vocational organization.	C	
(64)	Chapter Parents	M	M*
299.	Involve elected chapter parents in the activities of the student vocational organization.	C	

PROFESSIONAL ROLE AND DEVELOPMENT

(65)	Philosophy and Goals	C	C
333.	Identify current trends of the teaching profession.	C	
334.	Promote the attainment of the goals and objectives of the teaching profession.	C	
335.	Express a professional philosophy relevant to the basic goals of teaching.	C	
336.	Evaluate periodically his educational philosophy in relation to that held by a majority of other members of the teaching profession.	C	
337.	Exchange observational visits, innovations, and ideas with other teachers.	C	

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*See last page of this Appendix for investigators' comments concerning the ratings given this cluster and its elements.

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		P	I
338.	Maintain ethical standards expected of a professional educator.	C	

		U	C
(66)	Student Teaching		
323.	Consult regularly with the student teacher regarding planning, execution, and evaluation of teaching.	C	
324.	Confer regularly with the student teacher regarding performance in the student teaching situation.	C	
325.	Confer with college supervisor and student teacher regarding plans for and evaluation of the total student teaching experience.	C	
322.	Assign responsibilities to the student teacher commensurate with his or her background of knowledge and experience.	C	
321.	Plan activities for the student teacher which draw upon and enrich college course work.	C	
320.	Interpret the policies and regulations of the local school district to the student teacher.	C	
319.	Provide opportunities for potential teachers to observe and participate in the public school program.	C	
318.	Demonstrate pedagogical skills to student teachers.	C	

		C	M
(67)	General School Duties		
316.	Participate in noninstructional school duties, i.e., cafeteria, homeroom, bus duty, chaperoning, PTA.	M	
317.	Assist with nonvocational student organization activities.	M	

		P	I
(68)	Professional Service	C	C
309.	Serve professional organizations as an officer and/or chairman or member of a committee.	C	
310.	Represent the teaching profession as a committee member or delegate to meetings and activities of other professions.	C	
311.	Participate in experimental and other data collecting research activities.	C	
308.	Support professional organizations through membership and attendance at meetings.	C	
312.	Write an article or book for publication which contributes to the literature of the profession.	C	
315.	Serve community needs by contributing professional expertise to civic projects.	C	
(69)	Self-Evaluation	C	C
328.	Select the position which is in keeping with personal and professional abilities and limitations.	C	
327.	Use a self-analysis form to evaluate personal and professional abilities and limitations.	C	
326.	Consult supervisory and administrative evaluations to determine attitudes of others toward personal and professional abilities and limitations.	C	
(70)	Updating Competencies	C	C
330.	Expand educational background and leadership potential by achieving advanced degrees.	C	

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		P	I
329.	Maintain professional certification through enrolling in graduate, extension and inservice education programs.	C	
331.	Acquire new occupational skills needed to keep pace with technological advancement in teaching.	C	
332.	Update professional personnel file regularly.	C	
(71)	School Problems	C	C
313.	Assist teachers who are new in the system to understand the policies and regulations of the school.	C	
314.	Work with a team of professionals from school and/or community on pertinent school problems.	C	

COORDINATION

(72)	Coordination of On-the-Job Training	C	C
374.	Assist students in the solution of problems related to on-the-job training.	C	
376.	Maintain student-learner progress record forms for on-the-job training and related instruction.	C	
372.	Assess student-learner's performance with assistance of the on-the-job instructor.	C	
346.	Prepare student-learner for interview with cooperating employer and training station personnel.	C	
373.	Obtain suggestions from on-the-job instructor to guide the selection of related class instruction lessons.	C	

		P	I
377.	Examine student-learner progress records to determine future on-the-job training experiences and related classroom assignments.	C	
370.	Check student-learner progress with the on-the-job instructor and other training station personnel.	C	
375.	Encourage on-the-job instructor to follow the progression of experiences for the student-learner outlined in the training plan.	C	
371.	Assess occupational experience daily reports with student-learners to plan future instruction.	C	
369.	Assist student-learner in on-the-job training orientation.	C	
347.	Aid student-learners in procuring work permits.	C	
362.	Assist the cooperating employer's personnel in accepting the training status and role of the student-learner.	C	
368.	Inform administration of daily coordination itinerary.	C	

(73) Employment Regulations (Federal and State) — C | C

364.	Obtain reimbursement for cooperating employer providing on-the-job training.	NI
363.	Establish a cooperating employer's qualifications for reimbursement for training a student-learner.	U
378.	Obtain reimbursement for student-learners for allowable training costs such as clothing and tools.	NI

		P	I
360.	Assist cooperating employer in acquiring federal permit to pay a training wage.	C	
359.	Determine federal and state wage and hour classification of a prospective cooperating employer.	C	
(74)	Student-Learner Selection	C	C
342.	Gather student-learner selection data (e.g., test results, records, grades).	C	
339.	Establish criteria for selection of student-learners.	C	
344.	Identify a prospective student-learner on basis of selection criteria and data.	C	
343.	Interview students and parents to obtain student-learner interest and aptitude information.	C	
345.	Match a student-learner's unique characteristics with an appropriate training station.	C	
341.	Administer occupational tests relative to student-learner selection and placement.	C	
350.	Approve on-the-job training hours and wages for student-learners.	C	
(75)	Safety	C	M
366.	Develop a procedure to insure students' safety and protection in the training station.	C	
357.	Assess safety provisions of facilities and equipment of the prospective training stations.	C	
361.	Assist cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.	C	

		P	I
(76)	Training Agreement	C	C
348.	Develop a cooperative training agreement between student-learner, parent, school and cooperating employer.	C	
349.	Arrange school and work schedules with student-learners, faculty and training station personnel.	C	
367.	Develop a plan for teacher-coordinator supervision of on-the-job training.	C	
365.	Develop systematic training plan with the on-the-job instructor.	C	
(77)	Training Station	C	C
351.	Establish criteria for evaluating training station potential of an employer.	C	
352.	Identify prospective cooperating employers to provide on-the-job training stations.	C	
356.	Assess educational adequacy of a prospective training station's facilities and equipment.	C	
(78)	Persuasion	C	M
358.	Convince an employer to provide a training station for cooperative education.	C	
(79)	Student Control On the Job	C	C
379.	Control student-learner absenteeism from related class and on-the-job training.	C	
380.	Control the transfer of student-learners within the cooperative program and to other school programs.	C	

		P	I
	381. Conduct termination procedures for on-the-job training for a student-learner when conditions demand it and at the close of a training program.	C	
(80)	Union	C	M
	353. Arrange with a union to make contract provision for student-learners.	M	
(81)	Resource Material	C	C
	340. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.	C	
(82)	Related and On-the-Job Instruction	C	C
	384. Expand related instruction for student-learners on the basis of information obtained from employers on new technology.	C	
	383. Assist on-the-job instructor with development of teaching techniques during visits to the training stations.	C	
	385. Obtain from advisory committee information on ways to improve related instruction and on-the-job training.	C	
	382. Provide teacher-training workshop to assist on-the-job instructor in techniques for teaching student-learners.	U	
	354. Establish criteria to evaluate qualifications of prospective on-the-job instructors.	M	
	355. Assess training capability of the on-the-job instructor of the prospective training station.	M	

FOOTNOTES FOR APPENDIX I

Cluster (3)--Advisory Committee.

Although the ratings by the 300-member task force resulted in classifying all except one of the performance elements in this cluster as common, the cluster was classified as mixed because of the 28-member task force ratings. A majority of the office occupations education July task force members indicated that they received the best help from the employers of their student-learners, not from organized advisory committees. Therefore, they did not consider the cluster as important in the preparation of teacher-coordinators at either the preservice or inservice level. The investigators, however, recommend this cluster as important to all services and would classify it as common.

Cluster (14)--Student Involvement in Unit Planning.

The July task force members seemed to be undecided as to how much students should be involved in unit planning; therefore, representatives of three programs (AG, OE, T&I) felt it was not essential that a teacher-coordinator receive preparation at either level (preservice or inservice). This rating varies from that given by the 300 task force members. The investigators suggest that the recommendations of the 300 task force members be followed.

Cluster (20)--Interaction Techniques.

Two of the performance elements were classified as not important and two as mixed (important to only two to four programs), based on the rating by the 300 task force members. However, the July task force members felt that a majority of the elements were important and gave the cluster a rating resulting in a classification of common at both the preservice and inservice levels. The investigators suggest that the recommendations of the July conference be followed.

Cluster (21)--Laboratory Instruction.

Although the performance elements were given a rating by the 300 task force members resulting in a classification of common, the July task force members gave the cluster a rating resulting in a classification of mixed because the programs of trade and industrial education and special needs considered it not important at either level. Neither of these programs has in-school laboratories as part of their cooperative education programs.

Cluster (22)--Educational Innovations.

Although some of the performance elements in this cluster were given a low rating by the 300-member task force, the 28-member

task force gave the cluster a rating resulting in a classification of common. They considered the items important at the oriented level, as teachers would be using these innovative teaching techniques in the future, if not now.

Cluster (32)--Formulation of Test Items.

The ratings by the 300-member task force were low or moderate, indicating that they were less than enthusiastic about formulating test items. However, the 28-member task force gave the cluster a rating resulting in a classification of common at both the preservice (skilled) and inservice levels. Some of the July task force members indicated by their comments that they felt the cluster had been misinterpreted (too much emphasis on term "formulate") by the 300-member task force.

Cluster (35)--Laboratory Tests and Rating Sheets.

Although the 300-member task force's ratings resulted in classifying the two performance elements as common, the elements received a low to moderate rating by several of the programs. The cluster received a classification of mixed at both the preservice and inservice levels because the programs of trade and industrial education and special needs rated them unimportant, indicating they maintained no laboratories for cooperative education and, therefore, used no laboratory-testing instruments.

Cluster (64)--Chapter Parents.

In view of the ratings by both task forces and considering comments made by members of the July task force, the investigators believe that the performance element was misinterpreted and the validity of the ratings was very low.

APPENDIX J

ADDITIONAL PERFORMANCE ELEMENTS AND RATINGS

	AG	OE	DE	HE	T&I	SN
Planning						
1. Involve students in the preparation of some of the instructional materials used in the classroom.	X	X	/	X	X	X
Management						
2. Maintain close liaison with state department personnel in regard to new rulings (safety and others) affecting the cooperative education program.	X	X	X	X	X	X
3. Seek advice of the school's legal services when entering into contracts which may lead to legal involvements.	/	X	X	-	X	/
School-Community Relations						
4. Express appreciation to employers and other supporters of the program for assistance given.	X	X	X	X	X	X
Professional Role and Development						
5. Limit activities to the areas of responsibility for coordination which have been designated.	-	-	-	/	X	/
6. Keep up-to-date through reading professional literature.	X	X	/	X	X	X
Coordination						
7. Provide administrators and department heads with a monthly report of coordination activities and highlights of the vocational program.	/	/	X	X	/	/

	AG	OE	DE	HE	T&I	SN
8. Arrange for transportation to work area and return to school site.	-	-	-	-	/	-
9. Prepare Unipacs for use in flexible scheduling.	-	-	X	-	-	-
10. Work with audiovisual director.	X	-	X	/	X	/
11. Present information by the use of conference or speaker phone with leaders in industry.	-	-	X	-	X	-

Code: Degree of Importance
X = High
/ = Moderate
- = Low